

PAINLESS **American** **History**

Curt Lader

**If you think learning about
American History is boring and
difficult—open this book and think again!**

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used to turn brave students into cowards...but no more!**

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grades on your exams...
and do it painlessly!**

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Painless American History

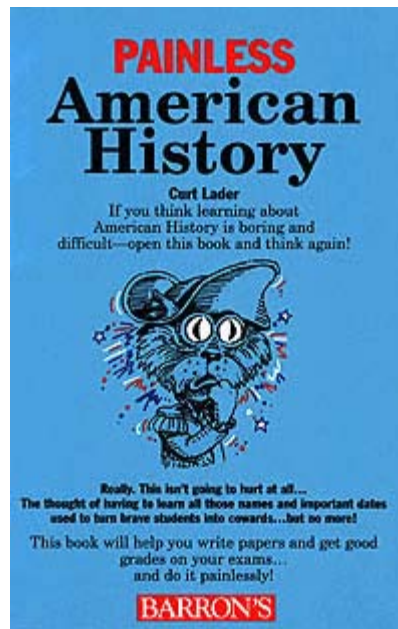
Curt Lader

illustrated by Laurie Hamilton



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*This book is dedicated to the original I-MASTER,
my son Glenn.*

Acknowledgments

In describing history, playwright William Inge said, "events in the past may be roughly divided into those which probably never happened and those which do not matter." The events that comprise *Painless American History* have been chosen because they are significant and have made their mark on the course this country has taken. Looking at them and completing the many activities that personalize history, you should come away with an appreciation and understanding of the heritage of the United States. I want to thank the many people who helped and guided me: teachers from Northport-East Northport School District, Jim Begley, Michael Friess, Michael Greenblatt, Tracey Melandro, and Melissa Miller, who looked over chapters in this book, my Department Chairperson Dr. Michael Romano, my editor at Barron's Mark Miele, my wife Phyllis, my sons Craig and Glenn, and my parents.

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Introduction

To Parents and Teachers

Painless American History could be viewed by the layperson as a contradiction in terms. How can any history starting with pre-colonial times and ending with a contemporary look at where our country is today be painless?

By using this book, your child or student will be exposed to the National Standards for History, which were developed after four years of intensive work by classroom history teachers, department chairpersons, state social studies specialists, and superintendents of schools. In addition, many historians, civic and public interest groups, parents, and individual citizens took part in this project. The result was the formation of The National Council for History Standards and the publication of a book, *National Standards for History*, published by the National Center for History in the Schools at the University of California in Los Angeles.

Recent presidential administrations from Reagan to Clinton have touted the importance of national standards in education. From the creation of the United States Department of Education under President Reagan to the call for reform of the nation's schools by President Bush to the passage of Goals 2000 by President Clinton, there has been a keen interest in raising standards.

Painless American History will make history enjoyable. It incorporates the standards adopted by the national council. Each chapter contains a Time Line of the major historical events of the time period. The student then has a series of drills that help with an understanding of the content. Some of these activities include mapping an outline, interpreting a Time Line, understanding vocabulary, analyzing eyewitness accounts of events, looking at key historical documents, and reading about some of the key personalities of each era. Interspersed will be lots of historical trivia, key questions to consider, and Internet resources available for further research.

You can play a key role in helping your child or student understand and appreciate American history by talking about what is going on in the world, encouraging the child to read newspapers and ask questions, and by complimenting the child when success is achieved.

To Students

American history YUCCH! That is a typical response from my students. Who wants to learn a bunch of boring dates and facts? What good will this stuff do me in the future? Will it help me get a job? What is the connection of history to my life? These are just a few of the questions I hear at the start of each school year.

Two of my children have completed public school. One has graduated from college; the other is going to college and wants to be a weatherman. When they were in the middle school, I was dismayed at the fact that the song that starts with the line "Don't know much about history" applied to many of their friends. Working closely with them, I realized that in order for history to come alive a couple of things had to happen: First, one had to understand what was going on; second, there had to be interesting people, places, and events; third, activities related to each topic had to be exciting.

Painless American History is my answer to those students who don't like to study American history. You are going to take on the role of an interactive secret agent, I-MASTER who will lead you on an Interactive Search Through American history Resources and make you a STAR. As you travel back through the pages of American history, your job as I-MASTER will be to investigate the past, present, and future. Good detectives will be able to read eyewitness accounts with imagination. Students will make up good questions, read maps, distinguish fact from fiction, and look at historical data.

Each chapter contains a brief summary of some of the key events of the historical era. You will be asked to evaluate what I call "Mind Maps." A good detective knows about dates and each chapter has a continuous Time Line of



events. The language of history is essential. Therefore, students will be given key vocabulary for each historical era. Throughout the chapters historical trivia is included. I-MASTER will look at some dramatic eyewitness accounts and you will be asked to evaluate them.

Important people make significant contributions. By looking at some of the documents that have helped mold our nation, you will develop a better understanding of history. Finally, the computer and the Internet are two essential tools for any good investigation, so, throughout each chapter, Internet sites will be recommended. But you don't have to be a computer whiz to master the World Wide Web. Take advantage of learning how to use the computer and Internet from your friends, parents, and teachers and enjoy the experience.

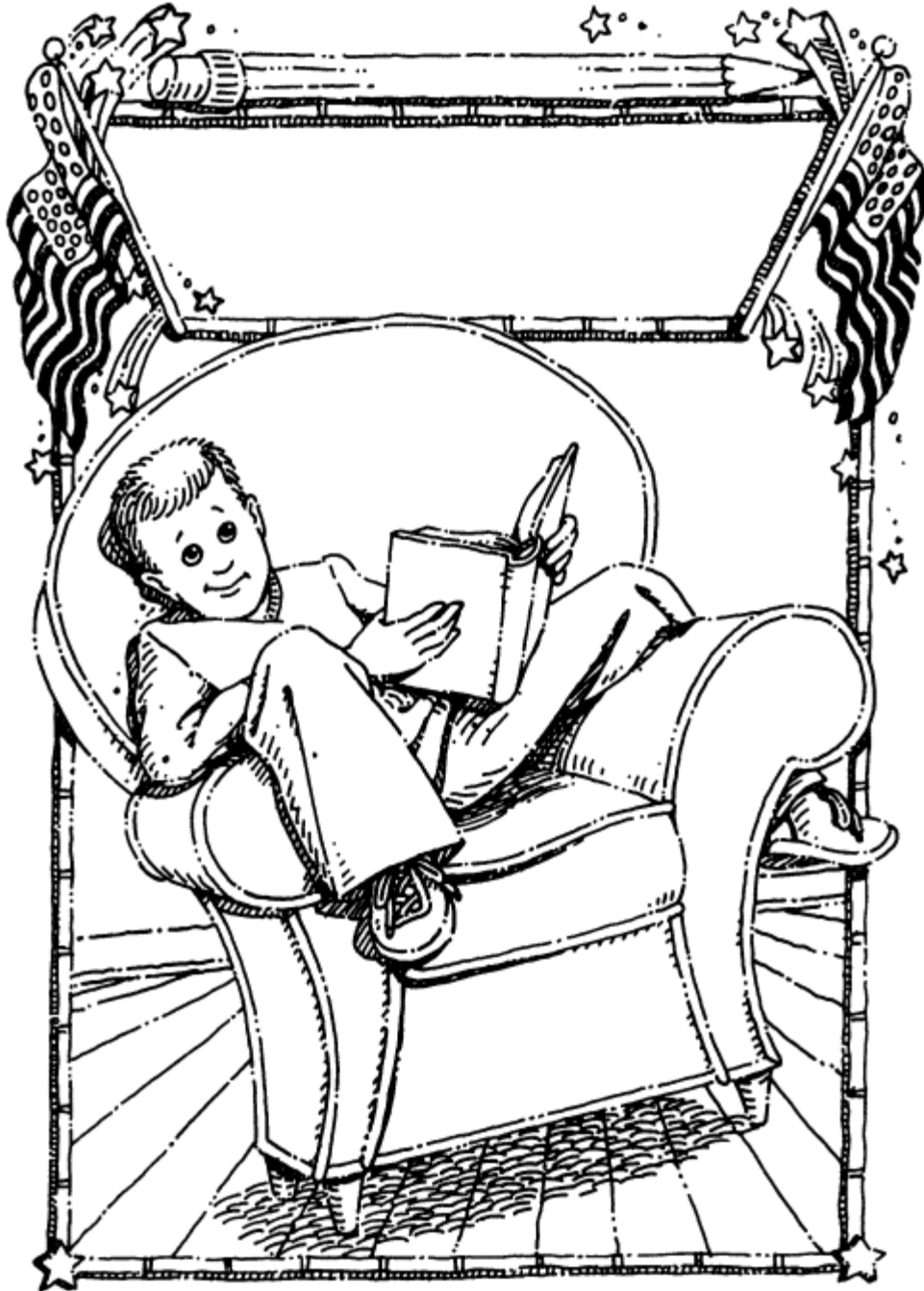
Let's begin our journey and investigation . . .

Web Addresses Change!

Students should be aware that addresses on the World Wide Web are constantly changing. While every attempt has been made to provide you with the most current addresses available, the nature of the Internet makes it virtually impossible to keep abreast of the many changes that seem to occur on a daily basis.

If you should come across a web address that no longer appears to be valid, either because the site no longer exists or because the address has changed, don't panic. Simply do a key word search on the subject matter in question. For example, if you are interested in finding out more about the Berlin Wall and the address listed appears to be invalid, do a search for various words related to the Berlin Wall. These are the key words. Key word searches for this topic might include: Germany, Berlin, wall, communism, or Khrushchev. If an initial key word search provides too many potential sites, you can always narrow the number of choices by doing a second key word search that will limit your original search to only those sites that contain the terms from both your first and second searches.

Chapter One
Why Study American History?



"The stakes are high. It is the challenge that must now be undertaken."

Gary B. Nash and Charlotte Crabtree, Co-Directors of the National Standards for History

Time Line (1492Present)

1492	Columbus "discovers" America	1861	1865	Civil War	
1492	1620	Age of Explorers	1865	1875	Reconstruction
1620	1664	European colonies	1875	1914	Republic to Empire
1664	1763	Competition for colonies	1914	1918	World War I
1763	1776	British Empire	1919	1929	The Roaring Twenties
1776	1783	War of Independence	1930	1939	The Great Depression
1783	1812	Formation of the country	1930	1939	The Great Depression
1812	1814	War of 1812	1939	1945	World War II
1815	1848	Growth of the nation	1946	1988	The Cold War
1848	1861	Prelude to war	1989	Present	Post-Cold War

You Are the Secret Agent I-MASTER

I-MASTER, your friendly guide to *Painless American History*, has many exciting places to take you. As pointed out in the Introduction, I-MASTER will make you a STAR as you interactively search through American history resources. In doing this, there will be many tasks to accomplish. After you complete them, you will begin to understand that American history can indeed be painless!

These tasks will be introduced as "I-MASTER Activities." Many of them will involve using the Internet and taking advantage of the vast resources of the World Wide Web. Other activities involve "mapping" exercises, using various shapes that contain information related to a topic. Interspersed

throughout will be helpful hints, and the outcome of your exploration will be a greater understanding of the heritage of America.

However, before we begin our journey you must obtain the necessary equipment that will allow you to interactively discover the secrets of American history.

The Tools of the Trade

These tools are called "standards in historical thinking." As you progress from historical era to historical era, I-MASTER will ask you to use these tools so that you will better understand history and, as a result, history will be fun! Before we stock I-MASTER's arsenal, there will be a number of descriptive devices used to help you get the most out of I-MASTER's expertise. Whenever I-MASTER looks for a definition, you will see the following symbol:



For instance, if I-MASTER wants you to understand the definition of "standards in historical thinking," you will see:



Standards in Historical Thinking The knowledge you gain from your study of history when you raise questions, consult primary sources, evaluate historical narratives, write your own narratives, and critically evaluate sources.

So let's get to the "tools of the trade." These tools include chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical analysis and decision making.

First we look at chronological thinking. Before you can start on any historical journey, you must fulfill the requirements by:

- knowing the difference between past, present, and the future
- keeping track of the story
- interpreting and creating Time Lines

Look at the Time Line at the beginning of this chapter.

I-MASTER ACTIVITY #1



After looking at the dates and events, decide what kinds of historical patterns exist throughout American history.

ACTIVITY TIP #1

After looking at the Time Line, you should see the following historical patterns:

- The involvement in wars is a frequent theme.
- The dates, all arranged chronologically, span the major time periods of American history.
- Knowing this, you can summarize some key issues that relate to the development of our country.
- There are some unique names such as the "Roaring Twenties" and the Great Depression, which are used to describe historical eras.



Next we have historical comprehension. Here we must look deeper into the meaning of historical events. We do this by:

- identifying and understanding the author or source of a historical document
- understanding the meaning of a historical passage

· coming up with data based on maps, charts, graphs, photographs, and other source materials

Look on the Internet at the historical text archive at Mississippi State University at:

<http://www.geocities.com/Athens/Forum/9061/index.html>

Pick out a time period and explore some firsthand historical documents and narratives.

Click on to the Mississippi State historical archives web site at:

<http://www.geocities.com/Athens/Forum/9061/USA/usa.html>

and you will see a neatly organized chronological order of American historical decades. Let's select the twentieth century:

<http://www.geocities.com/Athens/Forum/9061/USA/twenty/twenty.html>

If we wanted to get information on the Cuban Missile Crisis, you would navigate this link: <http://www.geocities.com/Athens/Forum/9061/latin/crisis.html>

and select among the links found at the site such as:

Collective Memories of the Cuban Missile Crisis

Khrushchev to John F Kennedy

The Cuban Missile Crisis

JFK Address to the Nation on the Cuban Missile Crisis

Each of these links provides different types of information, some firsthand; other links provide commentary. Good examples of primary source, or firsthand information, include "Collective Memories," "Khrushchev to John F. Kennedy," and "The JFK Address." The other links provide other types of historical information.

Now we turn to historical analysis and interpretation. In this area, I-MASTER takes off the sunglasses and becomes a critical, analytical thinker. This is done by:

- formulating questions that will help focus on historical analysis
- comparing and contrasting differing ideas
- evaluating historical fiction
- knowing the difference between fact and fiction
- considering different points of view
- explaining causes and effects
- coming up with theories about what has impacted on our past

Look on the Internet at the American Studies web site at:

<http://jefferson.village.virginia.edu/readings/amstudies.html>

Pick out a time period and develop three questions that would help you focus on a particular historical period. Then choose sources that have different points of view and answer the questions you came up with.

Choose the time period between World War I and World War II, the interwar period, and you will see:

The Interwar Years:

Harlem: Mecca of the New Negro

"Every Man a King": Huey Long and Populist Reform

The Rise of Union Labor in the 1930s

Voices from the 1930s

Three questions that you can develop from viewing this list of source material are:

1. What role does labor play in the 1930s?
2. Why was Huey Long referred to as "Every Man a King"?
3. Why was Harlem called the "Mecca of the New Negro"?

When you navigate those particular links, you will then get a wide variety of sources that have differing points of view. Just by looking at this list, you can see that the link "Voices

from the 1930s" meets the requirement of having differing points of view.

The next area involves historical research. I-MASTER uses this skill by:

- formulating historical questions
- getting historical facts
- questioning historical data
- using your knowledge of history to create a story or historical narrative.

Painless American History has a companion book that is highly recommended, *Painless Research Projects* by Rebecca S. Elliott and James Elliott, which will "guide you through the process of research and writing . . . and do it *painlessly!*"

One of the best places to do historical research on the Internet is at the Library of Congress at:

<http://www.loc.gov>

In fact, the Library of Congress has a special historical detective who will help guide you through the research process in the following manner:

I-MASTER ACTIVITY #2

Visit the Library of Congress web site at:

<http://www.memory.loc.gov/ammem/ndlpedu/detectiv.html>

Take the role of historical detective and solve the current mystery by following the procedure outlined at the site:

Start:

1. You must ask questions (who? what? when? where? why? how?), hunt for clues, talk to witnesses, and visit the scene to search for evidence.
2. You must form a hypothesis (I think . . . because . . .) and gather evidence to prove your hypothesis.
3. Your evidence must be authentic, firsthand information that you have carefully reviewed to make certain that it is genuine and will prove your hypothesis.



4. Brainstorm words. Use the keyword search tool to find evidence. Check your spelling (remember YOU are the detective, not the computer).

5. At a dead end? Use the alphabetical subject listing in each collection to give you some ideas. Scan the list to see what kinds of clues you can find.

6. Need help? Ask your school media specialist or teacher. You can also send e-mail to the Reference Librarian.

7. Gather evidence. What is your hypothesis (theory)?

8. Was your hypothesis complete? Did you find other forms of evidence that caused you to restate your original hypothesis?

ACTIVITY TIP #2



The Library of Congress historical detective web site changes periodically; therefore, there could be a new mystery each time you visit the site. But the clues that have blue links, Pathfinder pages, the list of collections, keyword search tool, and collection search page all lead you to the right answer of the historical mystery.

The last area you need to master before beginning our journey is Historical Issues Analysis and Decision-Making, where you are

- identifying problems and dilemmas in the past
- analyzing the different points of view of the people involved
- identifying causes and effects of the problem
- proposing alternative solutions
- identifying the solution you selected
- evaluating the consequences of your decision

This is one of the most exciting areas of historical research.

Let's take a look at the controversial historical decision that was made at the end of World War II to drop the atomic bomb on Japan. An exhibit was scheduled to open at the Smithsonian Institution's Air and Space Museum that raised some questions related to this decision. Using your

analysis and decision-making skill, visit the web site "Global Court" at:

<http://www.nhk.org.jp/nuclear/e/text/sumiso.htm>

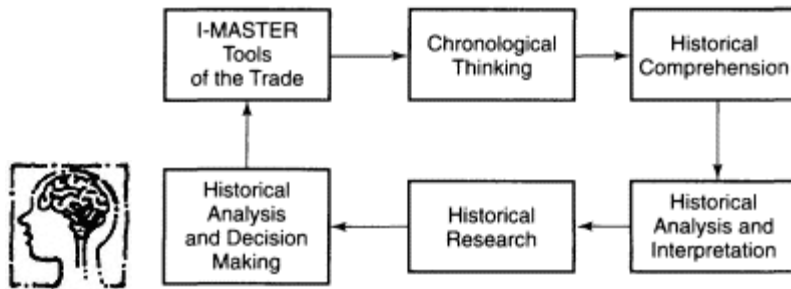
Determine whether the exhibit should have been accepted at the Smithsonian, then, by looking at the exhibit, determine whether the United States should have dropped the atomic bombs on Japan.

The "Global Court" page comes to us from Japan, and has an introduction that clearly outlines the purpose of the web site:

This "Cyber Exhibit: Enola Gay and the Atomic Bomb" is based on the exhibition script, "The Last Act: The Atomic Bomb and the End of World War II," which was scheduled to open in the spring of 1995 at the Smithsonian Institution's National Air and Space Museum in Washington, D.C. The exhibition, as envisioned in this script dated January, 1995, was ultimately canceled. This cyber exhibit is not to discuss the cancellation of the exhibition, but to provide the basic information for the discussion of dropping atomic bombs.

Even though the purpose of the web site is not to discuss the cancellation, if you follow the format established in the Historical Issues-Analysis and Decision-Making section, you can answer the two questions posed: whether the cancellation was correct, and whether the dropping of the atomic bombs was justified. By proceeding to six units, you will get the information necessary to draw conclusions about this important historical dilemma.

Let's summarize I-MASTER's tools by looking at this Mind Map outline:



We will be using this Mind Map outline frequently throughout *Painless American History* as a means of introducing or summarizing topics discussed. Your job will be to interpret the diagram by explaining its characteristics.

History Can Be Fun

Now that we have the tools of the trade, it is just about time to proceed on our journey. I-MASTER has Interactively Searched into Pages from Yesteryear. By taking advantage of your new tools of the trade, you will fulfill the requirements of a secret agent spy. There are exciting time periods to explore, people to meet, and events that have shaped the lives of the American people.

In Chapter Two we will literally begin our trip to the New World as we look at the way the North American continent and its inhabitants existed before the collision with a new European culture. We will follow the journey of Christopher Columbus and the other European explorers.

In Chapter Three we will place the new colonies and settlements under a microscope in what would eventually become the United States of America. We will explore

political, religious, and social institutions, particularly in the English colonies. And we will look at the impact of slavery as a "peculiar institution."

Chapter Four puts you right in the middle of the American Revolution and the establishment of the United States of America. Looking at the formation of a new government, we will begin to understand the workings of our democracy.

New westward expansion, the impact of the Industrial Revolution, heightened sectional tensions, and the continued controversy over slavery are all characteristics of the age of expansion and reform discussed in Chapter Five.

In Chapter Six we see how the Constitution is tested as the nation is embroiled in a Civil War where a Northern Union soldier could meet his Confederate cousin on the battlefield. The question of slavery is resolved and the nation emerges wounded but united as Reconstruction begins.

The United States pushing its borders from the East Coast to the West Coast through the development of the industrial United States is discussed in Chapter Seven. The country is influenced by the rise of corporations, with "Captains of Industry," massive immigration, the rise of the American labor movement, and an Indian policy that results in the containment of Native Americans on reservations.

At the turn of the century, the United States becomes global. Domestically, a progressive movement of political, social, and economic reform dominates the agenda. For the first time in our history we are looking beyond our borders for raw materials and resources through fighting in the Spanish-American War. Then the country gets embroiled in "the war to end all wars," World War I. Chapter Eight follows these events and ends with the country returning to normalcy in the decade known as the Roaring Twenties.

Chapter Nine chronicles the greatest economic crisis ever to beset the United States, the Great Depression. We look at Franklin Delano Roosevelt's New Deal with its Three "R's" relief, recovery, and reform and how it impacted on our nation. The chapter concludes with our entry into World War II, a war fought against two dangerous aggressors, Germany and Japan.

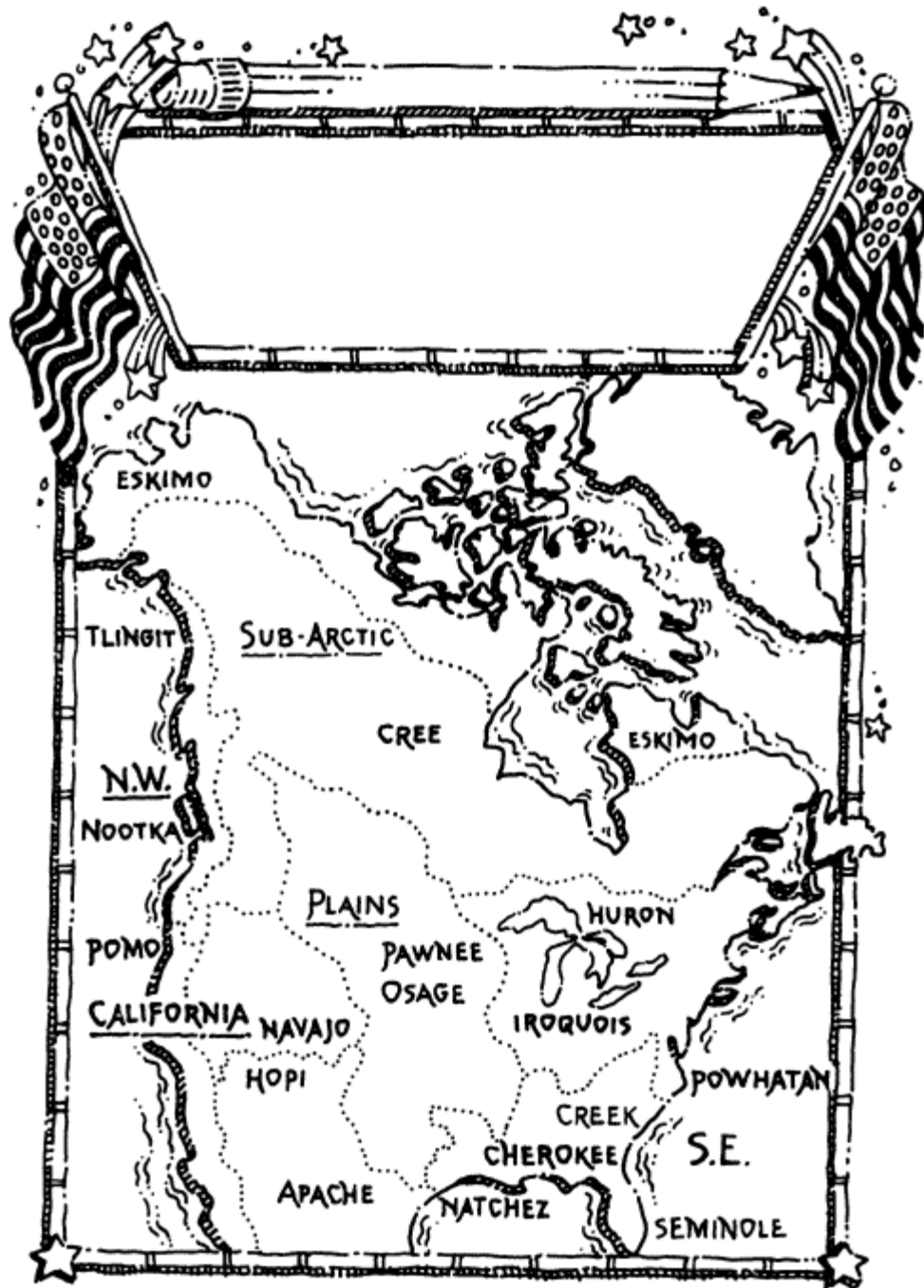
The postwar United States is characterized by a new kind of war, a cold war, where the major goal is to contain communism. Domestically, the country is transformed socially

and economically with the baby boomers, the rise of the birth rate after World War II, and their parents' move to the suburbs. The fight for racial and gender equality reaches a peak, and a new kind of war, the undeclared war, all but paralyzes the United States in Korea and Vietnam. Chapter Ten looks at these events as well as the presidencies of Harry Truman, Dwight Eisenhower, John Kennedy, and Lyndon Johnson.

Chapter Eleven looks at contemporary America from Richard Nixon through Bill Clinton. Domestic and foreign policies, the end of the cold war, and the economic, social, and cultural developments of the United States are evaluated.

So come, let I-MASTER lead you through the chronicles of American history.

Chapter Two
Three Worlds Collide
(Ancient Times to 1620)



"You owe compliance as a duty to the King and we in his name will receive you with love and charity."
King Ferdinand's letter to the Taino/Arawak Indians, 1494.

Time Line (8000 B.C.1620)

8000 B.C.	Mexican Indians spread	1524Giovanni da Verrazano discovers the Hudson River
	culture northward	
600 B.C.	The Adenans, the first Indian group to build a settlement in what is currently Phoenix, Arizona	1541Hernando de Soto discovers the Mississippi River
		1565Saint Augustine, Florida, founded by the Spanish
First Century A.D.	The Hohokum Indians settle in Arizona	1587Sir Walter Raleigh lands on Roanoke Island
1000 A.D.	Leif Ericson discovers Newfoundland	1588England defeats the Spanish Armada
1215	The Magna Carta is adopted	1607Jamestown founded in Virginia
1492	Columbus discovers the New World	1609Henry Hudson explores North America
1497	John Cabot explores Canada	1619The Virginia House of Burgesses meets in Jamestown
1499	Amerigo Vespucci sights the coast of South America	1619Twenty Africans are brought to Jamestown for sale, marking the beginning of slavery
1507	The term America is used	1620The Mayflower lands at Cape Cod, Massachusetts
1513	Ponce de León lands in Florida	1620The Mayflower Compact is signed
1517	Martin Luther launches the Protestant Reformation	
1519	Hernando Cortés defeats the Aztec Empire	
15191522	Fernando Magellan sails around the world	

Moving from Isolation to Interaction

Ancient American Cultures

Imagine three separate and distinctive cultures—the North and South American continents, Western Europe, and Western Africa. As these societies began to develop, their influence on each other also began to increase.



Let's begin our story by looking at the history of America as it existed before the first explorers set out on their grand expeditions. The first recorded evidence that the North American continent became settled occurred around 30,000 B.C., during the height of the Ice Age. The first settlers probably crossed what is now known as the Bering Sea to Alaska. Other evidence of early life was found by archaeologists who discovered artifacts in northern Alaska and Clovis, New Mexico. Gradually, Indians began to settle around the river valleys of New Mexico and Arizona.

The first known tribe was called the Adenans. They began building burial sites and forts around 600 B.C. By the first century A.D., a dominant Indian culture, the Anasazi, emerged in what is now Mesa Verde, Colorado. The literal definition of Anasazi is:



AnasaziThe Ancient Ones

I-MASTER wants you to take a closer look at the Anasazi culture by visiting the site highlighting Anasazi archaeology at:

<http://www.swcolo.org/Tourism/ArchaeologyHome.html>

I-MASTER ACTIVITY #3

Play the role of an archaeologist, a person who digs for historical relics, and visit the ruins of Anasazi found at the web sites:

Mesa Verde National Park official web site

Hovenweep National Monument

Lowry Pueblo Ruin

Crow Canyon Archaeological Center

Mitchell Springs Ruin Group



· Visit these sites and, playing the role of an archeologist, come up with what you would look for to understand the nature of the Anasazi culture.

ACTIVITY TIP #3

After going to the web site, choose three of the areas, such as the "Lowry Pueblo Ruin," the "Crow Canyon Archaeological Center," and the "Mitchell Springs Ruin Group." At these sites, look for:

- the type of housing that was built by the Anasazi
- the different types of cliff dwellings in each of the sites



- the distinctive pottery that was made
- the types of clothing that was worn

Other Indian cultures developed after the Anasazi and it is estimated that two to eighteen million Native Americans were in North America at the beginning of European exploration.

The Geography of Ancient America

Let's summarize geographically the dominant Native American cultures that developed in North America prior to European exploration:

- **Arctic** Located near the North Pole and settled by the Eskimos who lived near the sea and depended upon it for their food. Their housing, igloos, were built to take advantage of the cold environment. Their family units consisted of small groups living in villages and governed by a chief.



- **Subarctic** From the middle of Alaska through Canada to the Atlantic Ocean, groups include the Tanaina, Cree, Ottawa, and Chippewa. They were hunters and lived in temporary campsites. The head of each band was the most successful hunter.

- **Northwest Coast** Located along the Pacific Ocean from Alaska to northern California, it is characterized by dense forests and a rainy climate. It is also rich in natural resources. Some of the Indian groups that lived in this area were the Tlingit, Chinook, Nootka, Kwakiutl, and Haida. They lived in villages, fished for survival, and developed into a society of classes that ranged from slaves to chiefs.

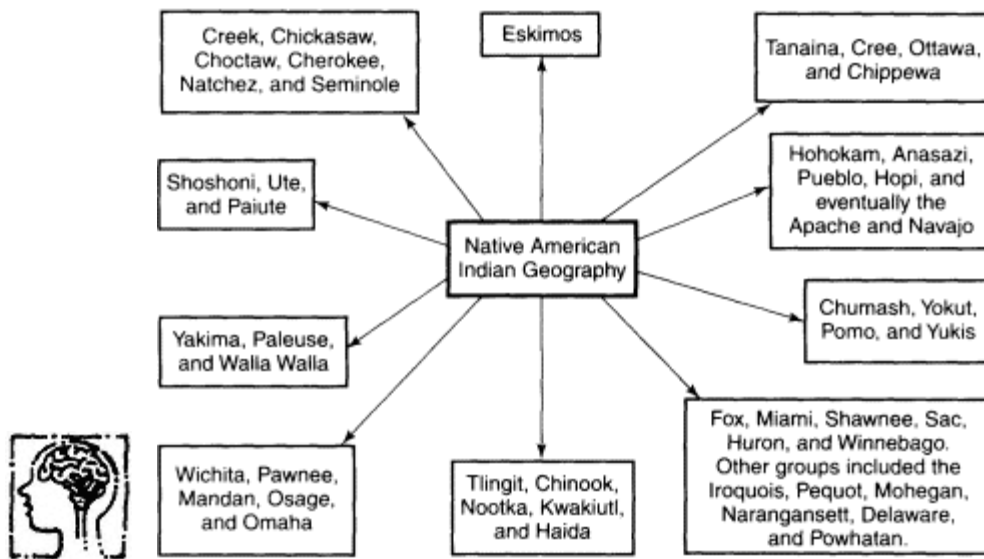
- **Great Basin** An area between the Rocky Mountains and the Sierra Nevada, it covers most of Nevada and Utah. Examples of groups living in this area were the Shoshoni, Ute, and Paiute. These groups were hunters and nomads. They lived in huts and created small family units. Tribal chiefs got their titles as a result of family inheritance.

- **Plateau** This area covers eastern Washington, Oregon, and the Northwest. The area is like a desert and the rest of it has mountains and valleys, and gets significant amounts of rain. Native Americans in this area were Yakima, Paleuse, and Walla Walla. They fished and hunted for survival and lived in mat-covered houses. Heads of the tribe were selected based on intelligence.

- CaliforniaLiving in what is now California, groups included the Chumash, Yokut, Pomo, and Yukis. Because the area was so large, these Native Americans differed in the way they gathered food and in their lifestyle. Generally, they were hunters, lived in villages, and were ruled by chiefs.
- SouthwestThis is a large area including southern California, Colorado, Arizona, and New Mexico. These groups included the previously described Hohokam, Anasazi, Pueblo, Hopi, and eventually the Apache and Navajo.
- PlainsThe middle Plains extends from central Canada to Mexico. Plains people are made up of two main groups: villagers, the Wichita, Pawnee, Mandan, Osage, and Omaha, who were farmers and had each village governed by an Indian council, and nomads, who included the Blackfoot, Crow, Cheyenne, Comanche, and Sioux. They were hunters and more warlike.
- Eastern WoodlandsThis area stretches from southern Canada to Tennessee and from the Mississippi to the Atlantic Ocean. Many groups lived in this area such as the Fox, Miami, Shawnee, Sac, Huron, and Winnebago. Other groups included the Iroquois, Pequot, Mohegan, Narrangansett, Delaware, and Powhatan. These tribes had many skills. They usually lived in villages and built traditional wigwams.
- SoutheastThis geographic area extends from Texas to the Atlantic Ocean and from Tennessee to Florida. Native Americans in this area include the Creek, Chickasaw, Choctaw, Cherokee, Natchez, and Seminole. They were hunters and they set up villages. Some tribes had councils; others were divided into classes.

For the best list of early Native American links on the Internet, visit "American History Sources for Students/Indigenous People":

<http://www.geocities.com/Athens/Academy/6617/indian.html>



Look at the Mind Map depiction of the location of the North American Indians and label each of the areas where Native American groups settled. Then look at the names of the Native American groups. Can you identify any cities that were named after them?

If you take a look at the Mind Map and an actual map of North America, you will notice that the individual Native American groups are placed on the map in a similar manner geographically as an actual map. For instance, the Eskimos are placed on top similar to their real location near the North Pole. The Chumash, Yokut, Pomo, and Yukis represent California, and the Fox, Miami, Shawnee, and the rest of that group represent Indians along the East Coast. As far as the relationship of Indian groups to names of geographic areas, the following groups fit that category:

- Yakima and Walla Walla are cities in Washington.
- Ottawa is a city in Canada.
- Omaha is a city in Nebraska.

- Miami is a city in Florida.
- Narrangansett is a city in Rhode Island.
- Delaware is the name of a state.
- Winnebago has been used as a name for a recreational vehicle.
- Natchez is a city in Mississippi.

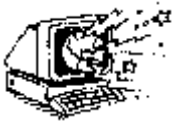
Leif Ericson and the Vikings

Before we can get to the first European explorers, we must look at what many historians believe to be the group that should be given the credit for first discovering America Leif Ericson and the Vikings. According to legend, Leif Ericson was the first European to actually land in the New World. His discovery opened the way for other Viking voyages. Perhaps, because of rough seas, the climate, or injuries, Viking voyages were limited and overshadowed by European exploration. It was not until 1963, when the ruins of some Viking houses were discovered at L'Anse-aux-Meadows in Newfoundland, that their voyages were confirmed.



I-MASTER ACTIVITY #4

Read the biography of Leif Ericson by Kevin A. Weitemier at:



<http://www.mnc.net/norway/LeifEricson.htm>

How would you describe Leif Ericson's character?

ACTIVITY TIP #4



The interesting thing about Leif Ericson's biography is the extent to which he was influenced by others. Throughout his life, he developed his character from

Thryker, the man he moved in with when he was eight years old, and Eric the Red, Leif's father.

Leif was also influenced throughout the rest of his life by the experiences he faced on the journeys that took him to Greenland, Iceland, and eventually, Newfoundland. Each trip taught him leadership skills. His relationship with King Olaf was close and eventually influenced Leif to turn to Christianity.

The final journey to L'Anse-aux-Meadows, in Newfoundland, signified the discovery of the Western world years before Columbus made his maiden voyage.

Early European Exploration and Colonization

Trade and the desire for new routes became the key motivation for Spain, Portugal, and Great Britain to begin exploration. What they, of course, did not realize was that instead of finding a faster way to Asia, they began the quest for colonization of a new world.

Look at the Time Line at the beginning of this chapter. Make a list of the explorers and the land they discovered. What conclusions can you reach regarding the competition among the European nations? Was there any indication of Native American reaction to these explorers?

A list of explorers appears on pages 2728 and is organized by the country from which they each began their exploration. Looking at the list and at the Time Line, you will notice that Spain, England, and France emerge as the three main countries that commissioned explorers. You will also notice that Captain John Smith was captured by Chief Powhatan and was eventually rescued by Pocahontas.

The Magna Carta

A key event in Great Britain that later had a significant impact on the democratic values in the United States was the signing of the Magna Carta in 1215.



The Magna Carta Also known as the Great Charter; it guaranteed rights such as trial by jury, reduced the rights of the English monarch, and resulted in the creation of the Parliament.

Look at an excerpt from the Magna Carta. Explain what freedoms are guaranteed. Then look at the Bill of Rights and explain which freedoms listed in the Magna Carta also appear in the Bill of Rights.



In the future no official shall
place a man on trial upon his
own supported statement, without
producing credible
witnesses to the truth of it.

The Magna Carta is one of the most important documents to signal the acceptance of democratic values. The portion that was quoted above is similar to our own Bill of Rights in the following way:

- The Bill of Rights requires that a witness be used to prove there is a crime.
- It also requires a trial by jury.
- It has a provision that calls for a fair and speedy trial.

Now, let's look closely at the start of the exploration of the New World by examining the voyage of Christopher Columbus. The best way to do this would be to take the journey with Columbus by visiting the Library of Congress exhibit on the Internet called "1492, an Ongoing Voyage." This exhibit chronicles the background history leading up to the commission of Columbus's exploration by Queen Isabella. It can be found at:

<http://sunsite.unc.edu/expo/1492.exhibit/Intro.html>

The exhibit also has digitized replicas of artifacts of the voyage.

I-MASTER ACTIVITY #5



Take a tour of the exhibit "1492, an Ongoing Voyage." Find the link titled "Christopher Columbus, the Man and the Myth." Read the commentary and look at the artifacts. Should history treat him as a man or myth?

ACTIVITY TIP #5

In making the decision regarding Columbus, you should rely on historical evidence. The "1492, An Ongoing Voyage" exhibit documents Columbus's journey

using diaries and letters, as well as digitized pictures of actual artifacts. Measure those items against what you have been taught about Christopher Columbus and you should be able to decide whether he is more man than myth.



HISTORICAL TIDBIT:

Did you know that Columbus maintained two logs, an official one that he kept private and a made-up one that provided false information to the crew in order to keep them calm about the long journey? It turned out that the false log was more accurate.



After Columbus landed in the Caribbean, the New World became a mecca for exploration. Refer to the Time Line to keep track of the discovery of the new nation.

Let's take a look at the significant discoveries by country and evaluate their importance to the development of early settlements.

Spanish Conquests

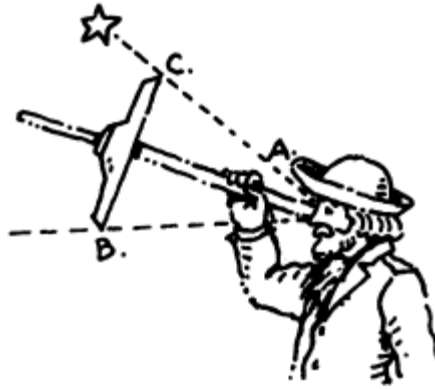
- In 1499 the Italian explorer Amerigo Vespucci was commissioned by Spain and discovered the coast of what is now known as South America. Shortly thereafter, the word "America" was used to describe the New World.
- Ponce de Leon landed in Florida in 1513 near the present city of Saint Augustine and proclaimed that he had found the "fountain of youth."
- In 1540 Francisco Coronado attempted to find the mythical Seven Cities of Cibola. Instead, his journey from Mexico took him to the Grand Canyon and Kansas.
- In 1541 Hernando de Soto of Spain navigated the Mississippi River. This important water route became a major artery for future settlement.
- By 1565 the first Spanish settlers had made a permanent home in Saint Augustine after Pedro Menendez established it when Spain drove the French out of Florida.

French Exploration

- Italian sailor Giovanni da Verrazano was hired by France and made landfall in North Carolina in 1524. Then he sailed north along the Atlantic Coast past New York.
- Frenchman Jacques Cartier left Europe and instead of finding Asia, discovered the Saint Lawrence Seaway in 1535. By the sixteenth century, France had laid claim to North America.

English Exploration

Though getting a late start, England became a dominant player in exploration. In 1578 Humphrey Gilbert, after receiving a commission from Queen Elizabeth I, began the search for the Northwest Passage. He was lost at sea, and in 1585 his half-brother Walter Raleigh continued the journey and established the first British colony off the coast of North Carolina. It proved to be a failure.



Events in Europe caused a major shift in world leadership as England defeated the Spanish Armada in 1588. This event established England as the new world power and gave them an advantage in creating and maintaining colonies in the New World.

I-MASTER ACTIVITY #6

Check out the U.S. Geological Society Explorer's Learning Web at:

<http://www.usgs.gov/education/learnweb/Explorers.html>



and read the excerpt from Verrazano's diary when he entered New York Harbor. What were his first impressions? What do you think his reaction would be today?

ACTIVITY TIP #6

Here you can actually paint a picture in your mind of what Verrazano saw: the tides of New York Harbor, the first meeting with the inhabitants, the Native Americans, and the great potential of the land. If Verrazano were alive today, he would be astonished to see the bridge named after him. He would certainly find it very difficult to understand modern-day New York City.



For a comprehensive list of links dealing with explorers, check out "American History Sources for Students/Early Explorers" at:

<http://www.geocities.com/Athens/6617/discover.html>

The New World Develops Settlements

By 1600 the era of European migration to the North American continent was well underway. The settlers chose geographic areas first discovered by their country's explorers. Spanish colonies had been established in Mexico, the West Indies, South America, and Florida. The French settled in parts of Canada. The Dutch established a home base in what is now New York City. The country that had the most influence and quickly emerged as the dominant colonizer was England.

Voyages to the New World took six to twelve weeks in small overcrowded ships. Many settlers died of disease and some ships were lost at sea. The reasons why Europeans left their homeland varied, and included:

political oppression

lack of freedom to practice their religion

economic hardship

Let's look at three early colonies:

Jamestown, named after King James I, based on a charter that granted the Virginia Company the right to settle the area.

Massachusetts Bay Colony, settled by the Puritans in 1620.

New Netherland, established by Henry Hudson in 1609.

Jamestown

After receiving a charter from King James I, around 100 men set out for the New World and established Jamestown in 1607. They were really interested in finding gold, but had to settle on farming to make a living. A leader by the name of Captain John Smith became the head of the colony. He had to face attacks from Indians as well as starvation. After he returned to England, the colony fell apart because of smallpox. Of the 300 original colonists, only 60 survived.

The turning point for Jamestown came in 1612 when tobacco became a major export and began to make the colony prosperous. Though this product brought more people to the colony, the death rate from disease and Indian attacks was high. From a peak of 14,000 inhabitants, the colony had only 1,132 people in 1624 when it was officially made a royal colony.

HISTORICAL TIDBIT:

Even as early as 1588 there were indications that tobacco was unhealthy. Thomas Hariot wrote in *A Brief and True Report of the New Found Land of Virginia* of the potential danger of tobacco to the body. To read an account by Captain John Smith called "The Settlement of Jamestown" visit the web site:



<http://www.nationalcenter.inter.net/SettlementofJamestown.html>

For the complete story of the Jamestown settlement provided by the Association for the Preservation of Virginia Antiquities, visit their web site at:

<http://www.apva.org/history/index.html>

Massachusetts Bay Colony

This colony was developed primarily by a group called the Puritans. They were very unhappy about religious practices and persecution in England and organized a group called "Separatists."



Separatists A radical group of Puritans who did not feel that the Church of England could be reformed. They received a land grant from the Virginia Company and set out for the New World in 1620.

The Puritan group boarded *The Mayflower* and after facing a terrible storm that sent their ship off course, they landed in Cape Cod. The group, better known as the Pilgrims, named the colony Plymouth.

HISTORICAL TIDBIT:



Though named after Plymouth, England, Prince Charles gave the name Plymouth to the area where the Pilgrims landed years before they ever set sail.

After landing, the Pilgrims signed an agreement to form a government in 1620 that had "just and equal laws." This agreement became known as the Mayflower Compact.

In their first winter, the Puritans faced extreme conditions and many died. By the next fall, they were helped by the Wampanoag Indians who taught them how to plant and grow maize. Our national holiday of Thanksgiving is an outgrowth of the successful fall harvest.

The Massachusetts Bay Colony played an important role in early colonial history. It is interesting to note that even though the Puritans left England protesting religious persecution, they set forth strict religious rules in the new colony. Because of these rules, some Puritans, such as Roger

Williams, left Massachusetts and started a settlement in Providence, Rhode Island, in 1636, where he allowed complete religious freedom.

For a comprehensive look at *The Mayflower* including historical and contemporary information, visit Caleb Johnson's *Mayflower* web pages at:

<http://members.aol.com/calebj/mayflower.html>

New Netherland

Named by Henry Hudson, who explored the area around what is now New York City in 1609, the Dutch East India Company laid claim to it. The company's interest was fur trade and the settlers developed a relationship with the Five Nations of the Iroquois.

The settlement grew in the early 1620s, and in 1624 the island was obtained from the Indians by Peter Minuit for the ridiculously low price of \$24. The Dutch form of government was very different from that of the English. They set up what was known as a patroon system.



Patroon System Set up by the Dutch in New Netherland and based on the feudal system of aristocrats owning the land and a lower class working the land.

For a complete view of the influence of the Dutch on the United States go to "Essays on the United States of America and the Netherlands" at:

<http://www.odur.let.rug.nl/~usa/e/newnetherlands/nlxx.html>

Each of these web sites related to the settlements has a wealth of information about the early settlements in North America. The Jamestown sites have a firsthand diary of Captain John Smith, as well as a tour of the settlement. The *Mayflower* web site has everything from passenger lists to pictures of *The Mayflower*, and the essays that deal with New Netherland all contain links to other areas such as the explorer Henry Hudson.

The First Slaves

Remember, we call this chapter "Three Worlds Collide." These worlds are those of the Europeans, the Native American Indians, and the African slaves. So far, we have described Native Americans as the first inhabitants of North America and we have looked at the Europeans and their quest for exploration. Now let's see what happened when slavery was introduced to the New World.

The first black slaves were brought into the New World in Jamestown, Virginia in 1619, just 12 years after its founding. Slavery existed in African society, long before Europe even began to trade with Africa. The Portuguese began European slave trading in 1441 when a ship returned from Africa with its cargo of slaves. Slavery quickly became a way of life and by the end of the fifteenth century, Portugal became the center for trade in African goods and slaves. We will return to this subject in more detail in the next chapter.

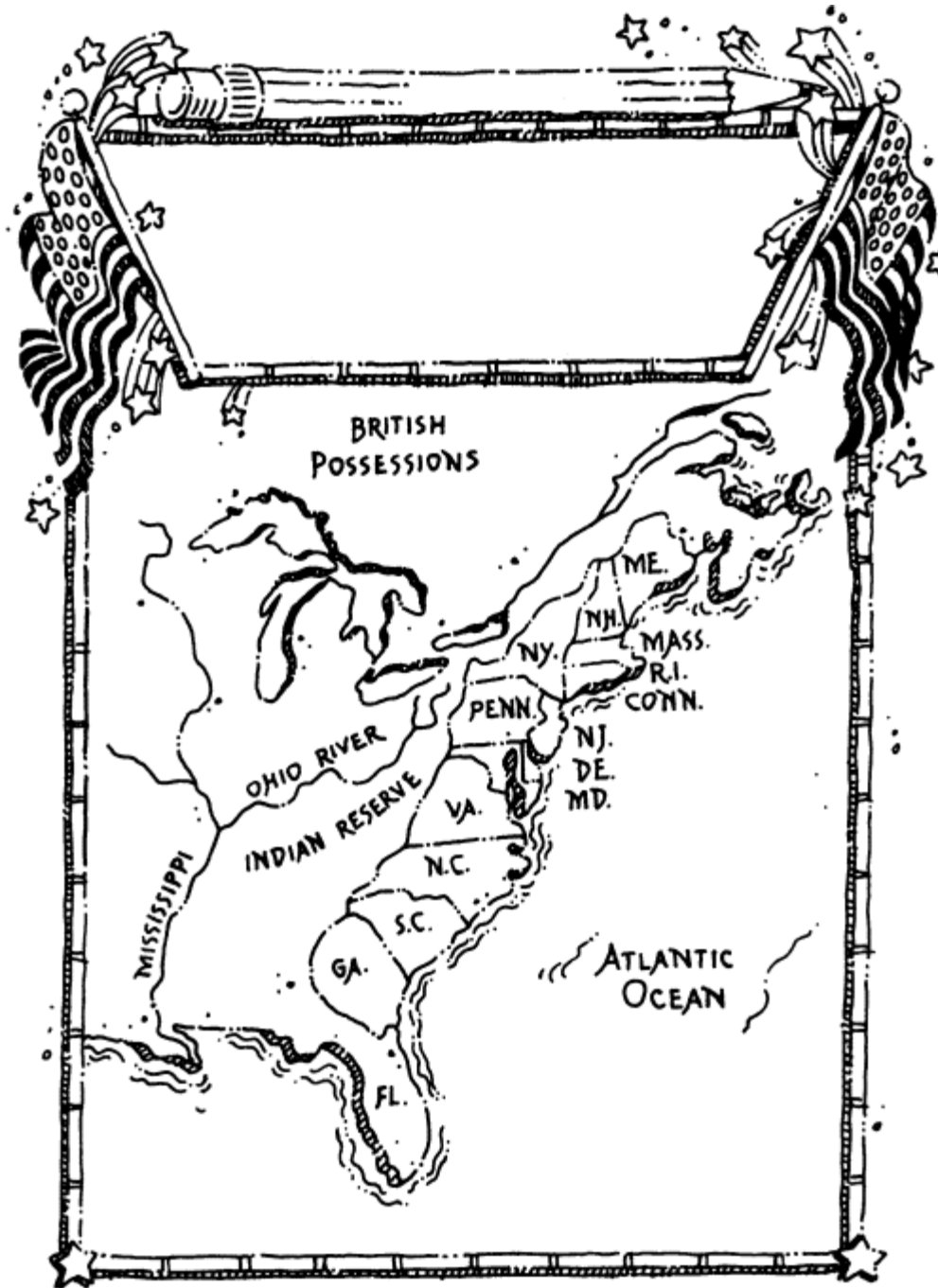
Colonial-Indian Relations

The final section of I-MASTER's look at the beginnings of American history tie together two of the worlds that met in this new land: the European colonists and the Native American Indians.

You can imagine that for many Indians the increased number of white settlers would pose a threat. Even though there was cooperation, such as we saw with the Pilgrims, there were many conflicts. An example occurred in Virginia in 1622 when there was an Indian uprising and over 300 whites were killed, including missionaries.

As the European settlers moved deeper into the interior of the Eastern colonies, they became a greater threat to the Indians. Animal game was killed off by the settlers and, of course, the Indians resisted these advances. The Iroquois nation was the most successful in stopping further movement into their territory. In 1570 the Indians formed an organization called the League of the Iroquois. It consisted of a council that had the ability to pass laws. It also set up trading agreements and became a key player in what was known as the French and Indian War of 1754-1763. We will look more closely at this relationship between the Europeans and Indians in future chapters.

Chapter Three
Colonization and Settlement
(1508-1763)



"Political power, then, I take to be a right of making laws
... for the public good."

John Locke on the true original extent and end of civil government, 1690.

Time Line (1619-1754)

1619House of Burgesses founded	1692The Salem witch trials reach a frenzy		
1630The Massachusetts Bay Colony founded	1696Quakers forbid the importing of slaves	1634Maryland founded	1696The Royal African Trade Company loses its exclusive right to trade slaves
1636Roger Williams leads a settlement to Providence, Rhode Island	1705Virginia passes a law stating that black slaves were to remain in servitude for life	1638Anne Hutchinson ordered to leave Massachusetts	1711The Tuscarora Indian War breaks out in North Carolina
1652Rhode Island passes the first laws protecting the treatment of slaves	1718New Orleans founded by the French	1660The Navigation Act passed	1720The colonial population grows to over 400,000 people
1672The Royal Africa Company gets exclusive rights to the English slave trade to the New World	1725The population of African slaves grows to 75,000	1675King Philip's War breaks out	1729Benjamin Franklin begins the publication of <i>The Pennsylvania Gazette</i>
1676Bacon's Rebellion erupts	1732Georgia chartered; Franklin publishes <i>Poor Richard's Almanack</i>		
1681Pennsylvania founded by William Penn	1734John Peter Zenger tried for libel		
1684The Massachusetts Bay Colony charter taken back by King Charles II	1744The Great Awakening religious movement		
1690King William's War breaks out	1754The French and Indian War		

1690 John Locke writes an
Essay
Concerning Human
Rights

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Patterns of Colonization



We continue our journey by looking at the pattern of later settlements and the formal establishment of colonies. Let's look at the way in which the colonies were formed by viewing the following Mind Map:



New England Colonies

Maine
Massachusetts
Connecticut
Rhode Island

Middle Atlantic Colonies

New York
Maryland
Delaware
New Jersey

Southern Colonies

Virginia
North Carolina
South Carolina
Georgia

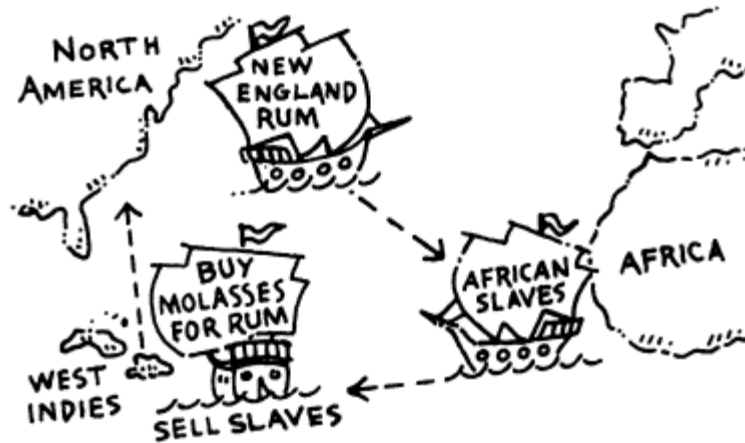
Pennsylvania

Find the New England colonies, the Middle Atlantic colonies, and the southern colonies.

I-MASTER emphasizes geography because it is an important factor in understanding the economics of colonization. Because of the economic opportunity, you will also see a tremendous influx of people coming from Europe. These immigrants included a large percentage of English people; however, there were also Dutch, French, Spaniards, and, of course, slaves from Africa. Let's break down each geographic area and look at how the geography influenced the economy of the region.

New England Colonies

Because of the severe winter climate and the lack of good land for farming, the New England colonists turned to shipbuilding and trading, and established the beginnings of a factory system. By the middle of the seventeenth century, the Massachusetts Bay Company established itself as a central force. Boston Harbor became one of the best-known ports. One third of the British fleet was built in New England. New Englanders also took advantage of the slave trade by participating in what became known as the Triangular Trade.



Triangular Trade Slaves were bought from Africa for rum made in New England, then sold in the West Indies for molasses, which was sold back to the rum producers.

We will deal more with this later in the chapter.

The Middle Atlantic Colonies

If your focus your attention on Pennsylvania and New York, you will be able to see the influence that Europeans, especially the Scots and Irish, had on these colonies. In Pennsylvania, which was founded by William Penn in 1681, the geography of

its largest city, Philadelphia, reflected a city soon to be called the "city of brotherly love." Based on a Quaker tradition, Pennsylvania houses were made of brick and stone. Philadelphia also had many busy docks and it pursued trade. The population grew to over 30,000 people by 1776.

New York, which was originally founded by the Dutch and sold to them by the Native American inhabitants for the meager sum of \$24, became the home of many Europeans French, Danes, Norwegians, Swedes, English, Scots, Irish, and Germans. Even after the British gained control of the colony, it continued to have a strong Dutch influence. New York City also became the center for trade.

The Southern Colonies

The South was much different in geography as well as economic interests from New England and the Middle Atlantic colonies. Virginia, Maryland, North Carolina, South Carolina, and later, Georgia were mostly rural. Large plantations were built. Big landowners held much of the political power, and they were supported by slaves.

Charleston, South Carolina, became one of the largest trading centers in the South. Unlike their northern cousins, people living in the South combined the benefits of agriculture and commerce. Tobacco became a major crop, especially in Virginia. In the other southern colonies rice and indigo were produced; later, cotton became the major southern product, supported by slave labor.

European influences in the South included German immigrants and Scot-Irish, as well as English settlers. Living within these colonies and certainly outside their borders were numerous Native American tribes.

I-MASTER ACTIVITY #7

Get more details about the original 13 colonies at:



<http://www.geocities.com/SiliconValley/Way/9301/NHDP.html>

Click on to each of the regions and find out one new fact about each region.

ACTIVITY TIP #7

- New England Governor John Winthrop of Massachusetts wanted to create a "Puritan Utopia" for the region.

- Middle Atlantic William Penn wanted to start a "holy experiment" for the region.



- Southern Colonies In pursuing his rebellion, Nathaniel Bacon pledged to "wage war against all Indians in general."

For an up-to-date look at these regions visit New England at:

<http://www.visitnewengland.com/colonial.htm>

Visit Mystic Seaport, Connecticut; Boston, Massachusetts; and Newport, Rhode Island. Show how these places have maintained their colonial heritage.

- Mystic, Connecticut Click on to Mystic and you will see the famous Mystic Seaport. There you can visit the museum that still has an eighteenth-century flavor. Downtown Mystic still has many privately owned houses that were built during the colonial period.
- Boston, Massachusetts You can visit some of the famous sites of the colonial time period including a museum commemorating the Boston Tea Party and Bunker Hill. You can also take a walk along the Freedom Trail.
- Newport, Rhode Island You can see the Friends Meeting House, built in 1699. It is the oldest religious building in Newport and features the history of the Quakers, once the dominant religion in Newport colony. Speaking of religion, you can also see the Touro synagogue, the oldest Jewish house of worship in America. To get a broad historical flavor, visit the Newport Historical Society.

For a comprehensive look at resources for each of the original 13 colonies visit the 13 Originals web site at:

<http://www.seanet.com/Users/pamur/13colony.html>

Political Institutions in the English Colonies

In this section, you will be looking closely at the way in which the colonists attempted to balance their desire for self-government with England's need to control the colonists.

CHAPTER FLASHBACK:



In Chapter Two, you explored the significance of the Mayflower Compact, signed in 1620 as a means for self-government. You also established the fact that one key reason for colonization was political oppression in England.

Look at the Time Line at the beginning of the chapter. Decide if the event contributed to political freedom or if it restricted the development of representative government in the colonies.

In order to evaluate whether an event had a positive or negative political impact, you must measure the extent it contributed to democratic values. These include representation, the right to vote, the right to protest peaceably, and the right to engage in free trade.

- The House of Burgesses Contributed to democratic values because it increased representation.
- The Fundamental Orders of Connecticut Contributed to democratic values because it increased representation.
- New England Confederation Contributed to democratic values because it moved the colonies towards democracy.

- The Navigation Act Restricted democratic values because England controlled free trade.
- Bacon's Rebellion Restricted democratic values because the rebellion was not successful and violence was used.
- Zenger's Trial Contributed to democratic values because it helped establish freedom of the press.

Let's take a look at the political picture of the colonies:

- In 1619 the first meeting of the House of Burgesses took place.



House of Burgesses The first representative assembly. It met in Virginia.

It was significant that the people of Virginia were able to freely elect representatives who could pass laws.

- In 1639 the Fundamental Orders of Connecticut were passed. This document also established a representative assembly for Connecticut. The ideas were also picked up by Rhode Island.
- The New England Confederation was established in 1643. Consisting of Massachusetts Bay, Plymouth, Connecticut, and New Haven colonies, it was the first attempt to form a regional organization.
- The Navigation Act was passed by England in 1660. This act established a mercantilist policy.



Mercantilism An economic policy that placed the colonists' trade profits in the hands of England, the mother country.

· Bacon's Rebellion broke out in Virginia in 1675. Nathaniel Bacon, a Virginia farmer, organized an armed uprising against Virginia Governor William Berkeley over the issues of low tobacco prices and difficult living conditions. Berkeley refused to give in to the demands, but did agree to hold new elections for the House of Burgesses. After winning a series of victories and gaining the support of many of the farmers, Bacon died and the rebellion was crushed. Berkeley punished Bacon's followers by hanging 23 rebels.

Visit Bacon's ruins and find out more about Bacon's rebellion at:

<http://www.apva.org/apva/bacreb.html>

· Individuals also added to a political climate that viewed democratic values in a positive way. English philosopher John Locke wrote a series of essays including an *Essay Concerning Human Rights*. In this essay, he stressed the need for natural rights, the right of people to enjoy the freedom of life, liberty, and property.

· The Glorious Revolution in England (1688-1689) had many positive effects on the British colonies. Though it established the supremacy of the English Parliament over the colonies, the colonists were able to use some of the powers of Parliament. They made laws such as the right to vote on taxes and the right to pass legislation.

· A blow was struck for freedom of the press in 1734 when John Peter Zenger was defended by a young lawyer named Alexander Hamilton when Zenger was accused of libel which is making false statements against the colonial governor of New York. Zenger was found not guilty and an early principle of freedom of the press was established.

HISTORICAL TIDBIT:



Lawyers were looked down upon during colonial times. Massachusetts Bay and Virginia both passed laws making it difficult for lawyers to practice.

I-MASTER ACTIVITY #8



Participate in a forum where you can read and add your comments and questions regarding colonial political life at "The Town Crier."
<http://earlyamerica.com/towncrier/towncrier2.html>

ACTIVITY TIP #8

When you participate in an Internet forum, you must follow rules of conduct such as:

1. Be civil and realize the postings are monitored by earlyamerica.com.
2. Write clearly so that what you write is easy to understand.
3. Obscene language will not be acceptable.
4. Always fill in the subject line when you post a message. Be sure not to use capital letters since it is inappropriate "netiquette."
5. Your writing reflects your opinion and does not represent the opinions of anyone involved from the web site.



HISTORICAL TIDBIT:

Colonial Connecticut passed laws that resulted in severe penalties against children over 15 years old who committed the crime of cursing against their natural mother or father; death was a penalty, unless it could be proven that the parent did not sufficiently provide an education for the children.



Religious Institutions in the English Colonies

CHAPTER FLASHBACK:



In Chapter Two you explored the early exploration of the New World because of religious persecution in England. The groups that were affected were the Puritans who settled in Massachusetts, and a group that broke away from the Puritans, led by Roger Williams, which set up a colony in Rhode Island.

As you saw earlier in this chapter, other religious groups became strong influences in the colonies. One such group was the Quakers, who settled Pennsylvania. But, even with these religious influences, the status of religion in later colonial history ranged from attempts to guarantee religious freedom to ugly acts of religious persecution.



Let's evaluate how the following events pertained positively or negatively to religious freedom. You must measure the extent to which each event allowed for the free exercise of religion and the extent to which government did not impose its own religion.

Time Line (1634/1728)

1634 Maryland accepted Catholics Contributed positively because it allowed the free exercise of religion.

1638 Ann Hutchinson Massachusetts restricted religious freedom.

1646 Death penalty to those who didn't follow Puritanism Restricted religious freedom because the government imposed a religion.

1649 The Toleration Act Contributed to religious freedom because it allowed the free exercise of different religions.

1660 Mary Dyer banished and then hung Restricted religious freedom because the state imposed a death penalty.

1667 William Penn's charter Contributed to religious freedom because it encouraged the separation of Church and State.



Separation of Church and State The doctrine that makes it illegal for the government to impose an official religion on individuals.

1692 The Salem witch trials Restricted religious freedom because the state allowed executions of those thought to be practicing a different religion.

1702 The Anglican Church made the official religion in Maryland Restricted religious freedom because the government was imposing a religion.

1728 Jewish Synagogue built in New York Contributed to religious freedom because it encouraged different religious practices.

1741 The Great Awakening Restricted religious freedom because the sermon preached that there is only one acceptable religion.

For a complete tour of the excellent Library of Congress exhibit on Religion and the Founding of The American Republic go to:

<http://www.loc.gov/exhibits/religion/religion.html>

I-MASTER ACTIVITY #9

Visit the Library of Congress Exhibition at

<http://lcweb.loc.gov/exhibits/religion/religion.html>

Tour Exhibits I and II. Evaluate by looking at the digitized photos how well the exhibit answers the questions of whether America was a place for religious refugees and shows the state of religion in eighteenth-century America. Which photos help you make up your mind?



ACTIVITY TIP #9

By looking at these pictures and reading the accompanying text you will be able to make a decision about whether America was a haven for religious refugees and the state of religion in the eighteenth century.



Before we leave the area of religion, you should also explore in more detail the Salem witch trials, one of the most terrifying events in American history. It was popularized in the play by Arthur Miller and later, the movie, *The Crucible*.

HISTORICAL TIDBIT:

The New York Times reported in 1976 that the people accused of witchcraft in Salem could have possibly been hallucinating as a result of eating tainted bread that contained an ingredient similar to LSD.



I-MASTER ACTIVITY #10

Visit the web site "The Salem Witch Trial" at:

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>

Take the role of defense attorney for one of the accused. Based upon the evidence, what defense would you come up with?



You can also get more firsthand information at the Salem Witch Museum at:

<http://www.salemwitchmuseum.com/>

ACTIVITY TIP #10

In order to gain information about your clients, you should explore the specific evidence that is offered on this web site. Once you read the evidence, you can then write a legal brief and come up with a solid defense for those accused. This brief should include a short statement of the facts (obtained from the chronology and biographies), your legal issues (obtained from the arrest warrant and examination of the evidence), and your petition to the court for a plea of innocence (obtained from petitions). You can also read about the trial to get even more information.



Social Institutions of the English Colonies

The last part of this chapter deals with the development of cultural institutions in the colonies.



CHAPTER FLASHBACK:

If you remember, the beginnings of the colonial culture took place as the new settlers brought

their own culture from Europe. They also adopted many of the traditions of the Native Americans.

Let's look at the Time Line and locate the following cultural events. How did these events contribute to the development of colonial culture?

Time Line (1631-1742)

1631 The first Thanksgiving celebrated ® holiday

1636 Harvard College founded ® education

1638 The first almanac describing life in the colonies published ® popular entertainment

1647 The first public education law put into place in Massachusetts ® education

1658 The first hospital set up in New Amsterdam ® social issue

1660 Marriage laws passed in Connecticut and other colonies ® social issue

1690 The first newspaper published in Boston. It only survives for four days since it did not have the permission of the government to publish ® popular entertainment

1701 Yale founded in Connecticut ® education

1732 *Poor Richard's Almanack* was published by Benjamin Franklin ® popular entertainment

Here is an example of an entry in the Almanack:

*When you're good to others,
you are best to yourself.*

*Half Wits talk much but say
little.*

*If Jack's in love, he's no judge
of Jill's Beauty.*

*Most Fools think they are
only ignorant.*

You can read more from his Almanack at:



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<http://hyperion.advanced.org/22254/pr2.htm>

1742The Franklin Stove invented ® science

HISTORICAL TIDBIT:



Class rank at Harvard and Yale was determined by both the students' academic performance and family status.

To further illustrate the nature of colonial culture, let's focus our attention on one of the most influential people Benjamin Franklin. He would play a significant role during and after the American Revolution, but his publication of *Poor Richard's Almanack* gave an interesting perspective about his view of colonial life.

I-MASTER ACTIVITY #11

Look at the Franklin Institute's portrait of Benjamin Franklin at:

<http://sln.fi.edu/franklin/rotten.html>



Find the link that contains a biography of Benjamin Franklin. What were some of his contributions to early colonial culture?

ACTIVITY TIP #11

After you get to the web site go to the following links:



"Scientist, inventor, statesman, printer, philosopher, musician, and economist" and you will be able to see Franklin's contributions.

The Status of Slavery and Its Impact on Colonial Life

Slavery continued to play an increasingly important role in both the New England and southern colonies.

CHAPTER FLASHBACK:



Remember, slaves were first bought by the Portuguese and soon thereafter brought to the New World. A triangle trade was set up for the benefit of New Englanders, and the South began to use slaves on their farms.

Let's take a look at why slavery increased and the attempts by some to limit it.

Look at the Time Line and locate the events that impacted on the development of slavery in the colonies.

Which events could be classified as positive? Which events can be classified as negative?

Time Line (1652/1739)

1652 The Dutch government approves exporting African slaves ® negative

1652 Rhode Island passes laws protecting the treatment of slaves ® positive

1664 A slavery act passed in Maryland. It provides for the lifelong status of slaves. Similar laws passed in other colonies ® negative

1672 Royal African Trade Company obtains exclusive rights to the English slave trade in the New World ® negative

1696 The Quakers outlaw importing slaves ® positive

1696The Royal African Trade Company loses its exclusive right to trade slaves ® negative

1725Slave population reaches 75,000 ® negative

1739Three slave uprisings break out in South Carolina ® positive

HISTORICAL TIDBIT:



Individual slaves had many stories. One slave reported that he was whipped because his owner wanted to punish the master's wife for whipping a slave after the owner told her not to.

I-MASTER ACTIVITY #12

For a look at firsthand slave experiences as they are brought to the New World visit the "Slave Narratives" web site called "Excerpts from Slave Narratives" and edited by Steven Mintz from the University of Houston:

<http://vi.uh.edu/pages/mintz/primary.htm>



Look at an excerpt from a European slave trader, John Barbot, who describes African slave trade in 1682. Why do you think slaves were treated harshly?

ACTIVITY TIP #12



When you look at the passage and read the entire diary entry, look for the comments by the trader about how the slaves were obtained and the terrible conditions that existed during their voyage to the New World. Then you can reach conclusions.

The issue of slavery caused much controversy even in the early days of colonization. Northerners felt that slavery was wrong, while in the South, plantation owners saw the need for what they called "the peculiar institution."

Chapter Four
Revolution and the New Nation
(1754-1820)



"These are the times that try men's souls."

Thomas Paine, 1776

Time Line (1754-1791)

1754Albany Congress convenes	1774Coercive Acts, also known as
1756England declares war on France	Intolerable Acts, passed
in	
Europe	1774First Continental Congress meets
1760King George III crowned	1775Paul Revere warns colonists that
1763Treaty of Paris signed	"the British are coming!"
1763Proclamation of 1763	1775Battles of Lexington and Concord
1764Sugar Act passed	1775Second Continental Congress
1764Currency Act passed	1775Battle of Bunker Hill
1765Stamp Act passed	1775George Washington made
1765Quartering Act passed	commander of colonial troops
1765Sons of Liberty formed	1776Thomas Paine publishes <i>Common</i>
1765Stamp Act Congress meets in	<i>Sense</i>
New York City	1776Declaration of Independence
1766Repeal of Stamp Act	passed
1766English Parliament passes	1776States draft individual constitutions
Declaratory Acts	1781Articles of Confederation ratified
1767The Townshend Acts passed	1785Congress establishes dollar as
1770Boston Massacre	official currency
1770British Captain Thomas Preston	1786Shays' Rebellion
found not guilty in his role in the	1787Northwest Ordinance
Boston Massacre	1787Constitutional Convention meets
1772Boston Committee of	1788Federalist Papers
Correspondence formed	1789Constitution ratified
1773Tea Act goes into effect	1789Washington sworn in as first
	president
1773Boston patriots dump tea in	1791Bill of Rights added to Constitution
Boston	
Harbor in what is known as the	
Boston Tea Party	

The Causes of the American Revolution

I-MASTER begins the story about one of the greatest accomplishments in American historythe founding of the new nation. As you look at the events that caused loyal British colonists to take up arms against the strongest country in the world, imagine what dangers and risks they faced, especially if the rebellion was crushed. There was no doubt that the rebels, who were fighting for what they believed was a just cause, were traitors in the minds of the British.

CHAPTER FLASHBACK:

Think back to the development of the colonies in the late seventeenth and early eighteenth centuries. All of the colonies had established democratic traditions based on a model of representative government. Ideas from the Magna Carta, institutions like the House of Burgesses, and traditions that came from the Mayflower Compact became part of colonial life.



Relations with Native Americans also had a positive impact on colonial development. One key event that helped solidify this relationship was the French and Indian War, which started in 1754. Because of previous intercolonial wars between the English and French such as King William's War (16891697), Queen Anne's War (17011713), and King George's War (17441748), the colonists came up with a plan known as the Albany Plan of Union.



Albany Plan of UnionAn idea developed by Benjamin Franklin in which the colonies of Maryland, Pennsylvania, New York, and New England would join together and make laws.

The king rejected the idea and the colonies remained separated during the next great war. Named the French and Indian War, also known as the Seven Years War, it quickly spread into Europe. Though the French had the support of many Indian tribes, it was significant that because of the Albany Plan of Union, the Iroquois remained loyal to the British. The war finally ended in 1763 with the signing of the Treaty of Paris. This treaty had the following provisions:

- Great Britain took possession of Canada and the lands east of the Mississippi River.
- England also got Florida from Spain because Spain helped France in the war.
- France no longer was a colonial power in North America.

I-MASTER ACTIVITY #13

Visit the Fort William Henry museum cyber site at:

<http://www.fortwilliamhenry.com/fortmus.htm>

The fort was destroyed in the French and Indian War, yet it has survived and has been transformed into a resort. Read the account of the massacre that took place at the fort at:



http://www.digitalhistory.org/william_henry.html

What was the historical legacy of the fort?

ACTIVITY TIP #13

By looking at the current condition of Fort William Henry, which is now both a museum and a hotel/resort, you can get a real sense of the battle that took place. Pictures of the museum and the panoramic view of the fort give you a real feeling of what it must have been like to be fighting against the French and Indians. This is driven home when you read the firsthand account of the massacre that took place there. When you try to evaluate a "legacy," you must be able to look at long-range effects. Because the fort has been so well preserved, it has become a



living testimonial to one of the great battles of the French and Indian War.



After the treaty went into effect, the history of the colonies went into a new phase. One reason for the colonists' uneasiness was the fact that there was a new king in England King George III. Unlike past monarchs, this king had a different point of view about the way he would rule over the colonies.

So you say you want a revolution take the role of a colonist.

Look at the two Mind Map outlines that describe the political and economic causes of the American Revolution. Check out the Time Line at the beginning of the chapter. And visit the web site based on the Public Broadcasting System television series, "Liberty! Chronicle of a Revolution" at:

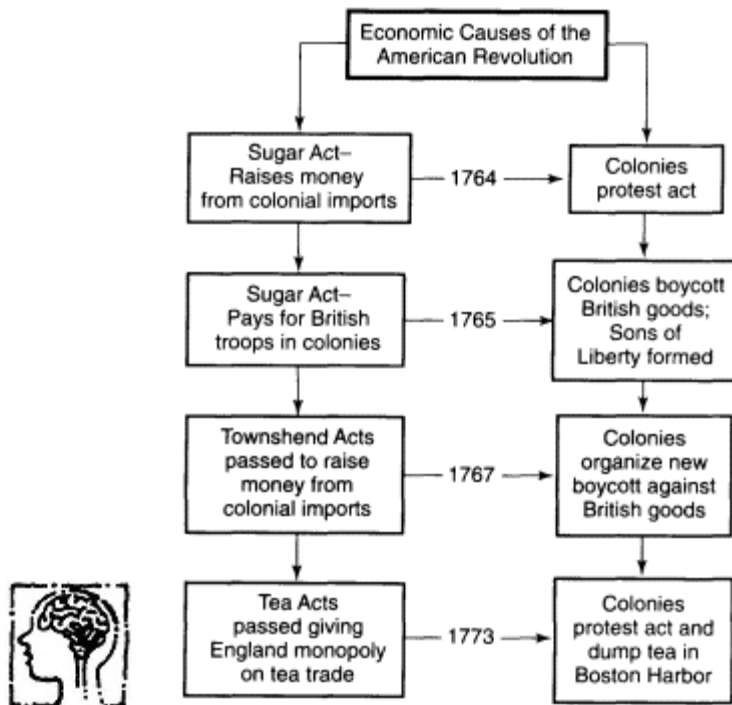
<http://www.pbs.org/ktca/liberty/chronicle/timeline.html>

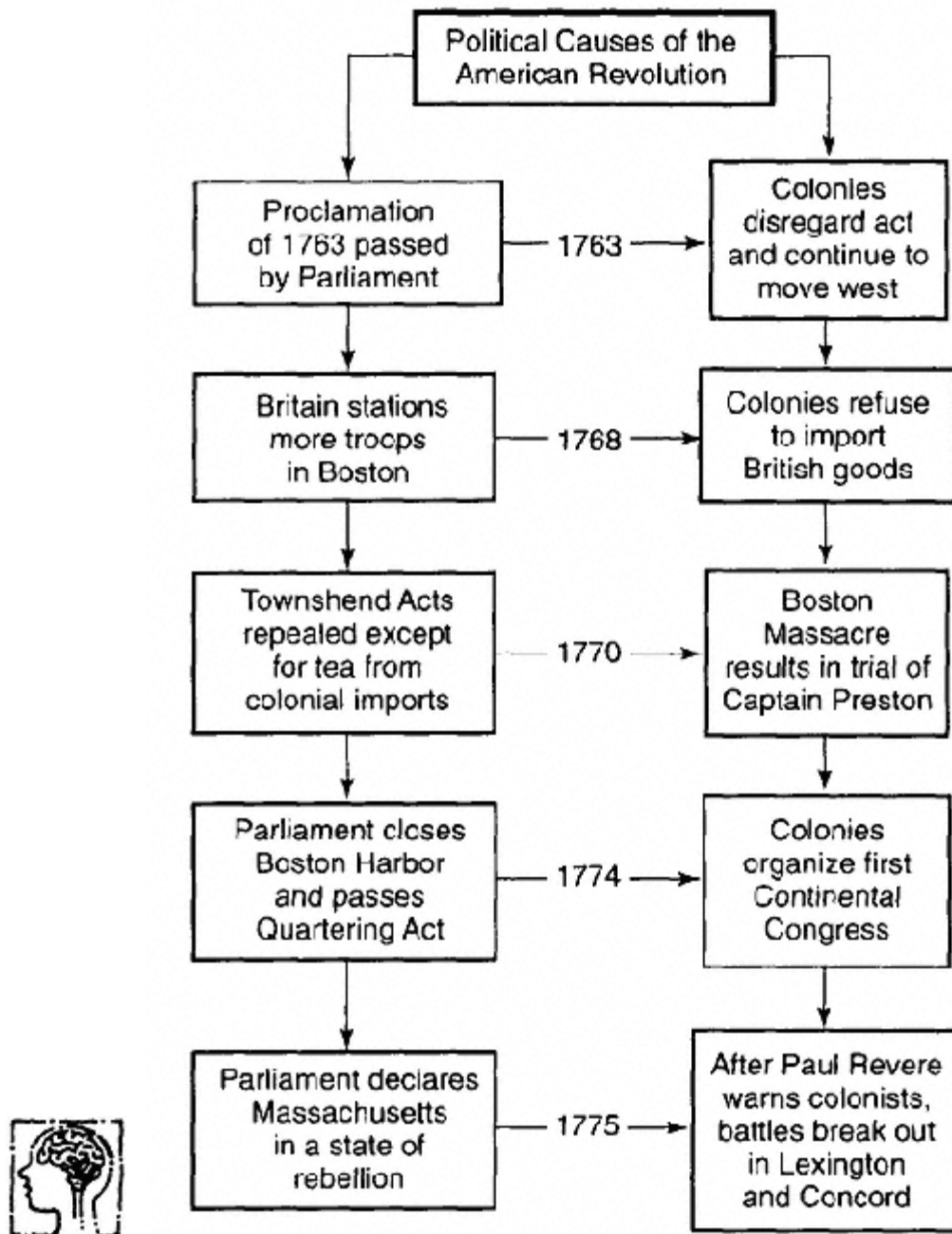
Then read the complete description of the English acts that led to the revolution that appears in this chapter.

At what point would you have decided to join the Sons of Liberty? When would you have given up any hope of avoiding an armed revolution?

Imagine life under the rule of King George III. Then, decide what to do after the king imposed a series of acts that changed the way of life for the colonists. The organization that was formed to take action against these acts was called

the Sons of Liberty; it eventually evolved into a more revolutionary group. Historically, each act provoked a reaction from the colonists. Weigh in your own mind how serious you feel these acts were in deciding what actions you would take. Look at the Mind Maps and the Time Line and the PBS web site. Pick the most significant event. This becomes one of the key turning points in determining the main cause of the American Revolution.





New British Control over the Colonies

Beginning with the Proclamation of 1763, King George imposed a new, more restrictive way of governing the colonies. Let's take an in-depth look at these measures:

The Proclamation of 1763

Attempted to stop western expansion by the colonists and reserved the land for the Indian tribes. The measure was never

really enforced. The colonists believed they had every right to settle the western territories.

The Sugar Act of 1764

This act replaced the Molasses Act of 1733, which had placed a tax on the import of rum. The new act went one step further and did not allow the colonists to import foreign rum. It also placed a tax on molasses and other items. To enforce this act, Britain instructed its warships to seize smugglers and search the ships using what was called a writ of assistance.



Writs of Assistance Search warrants issued by the king that allowed British warships to search any ship for smuggled goods, even if there was no probable cause.

Currency Act of 1764

This act prevented the use of any colonial currency as legal tender; therefore any colonial money would have no legal value.

Quartering Act of 1765

This act required colonies to provide British troops with provisions and a home while they were stationed in the colonies.

Stamp Act of 1765

This was the harshest provision of the first series of acts imposed on the colonies. It provided that stamps in the form of a tax had to be placed on many colonial documents. The act was resisted in the colonies, and men organized the "Sons of Liberty," a secret organization opposed to the Stamp Act. Colonial assem-



blies passed laws rejecting the tax. Patrick Henry, in a very famous speech in the Virginia House of Burgesses, called the act "taxation without representation."

For a more complete description of the reaction to the Stamp Act, visit the PBS "Liberty! Chronicles" page at:

<http://www.pbs.org/ktca/liberty/chronicle/stampactriots-tar.html>

and read the description of what the colonists did. Why did they want to "tar and feather" the British officials?

Because it was the first harsh act, the Stamp Act resulted in many colonists driving away the British responsible for collecting the tax. One method of sending a message was to actually pour tar and feathers over individuals. According to the web site, tarring and feathering was used more as a threat against the British tax collectors. As a result, many of them left their posts and did not collect a good portion of the stamp tax.

Declaratory Act (1766)

Though King George III repealed the Stamp Act, that same day the English Parliament passed the Declaratory Act, which declared that the English Parliament was the sole authority to make all laws binding on the colonies.

Townshend Acts (1767)

The first in a series of declared acts of Parliament, the Townshend Acts, named after a British official, established a new set of taxes less harsh than the Stamp Act on imported goods. The citizens of Boston responded by boycotting English luxury items and finding substitutes for imported items. The British increased the number of troops in Boston to protect the customs officials responsible for collecting the taxes.

The Boston Massacre (1770)

With tensions rising, Boston citizens began to snowball British soldiers. The soldiers panicked, and orders were given to fire on the mob. Three Bostonians were killed in the

incident, called the Boston Massacre. British Captain Thomas Preston and six of his men were placed on trial. Ironically, colonial leader and lawyer John Adams defended the soldiers and they were acquitted.

I-MASTER ACTIVITY #14

Read a transcript of the trial record found at the "Boston Massacre" web site:



<http://www.ilt.columbia.edu/k12/history/blacks/massacre.html>

What defense do you think Adams used to get the soldiers acquitted?

ACTIVITY TIP #14

One of the more violent acts of the prerevolutionary time period was the Boston Massacre. Even though the British soldiers were provoked by an angry mob, there was much evidence according to the trial transcript that the British soldiers did give them fair warning before opening fire. The trial of Captain Thomas Preston illustrates that even a colonial patriot like John Adams felt it was important to provide legal counsel. When you read the transcript, pick out some eyewitnesses who would help the cause of Preston.



The Committee of Correspondence (1772)

Organized by Samuel Adams, Massachusetts revolutionary leader, this committee stated the rights and grievances of the colonists. Committees were organized in other colonies and they set the stage for a more organized attempt by the colonies to express their grievances.

Boston Tea Party (1773)

After England, at the urging of the East India Company, passed a tea tax that gave them a monopoly on the tea trade, Samuel Adams and the colonists reacted. They dressed up as Mohawk Indians, boarded three British ships, and dumped the cargo into Boston Harbor.



HISTORICAL TIDBIT:



Even with the taxes brought on by the Tea Act, tea still cost less in the colonies than in Britain.

Visit the "Liberty! Chronicles" page describing the Boston Tea Party at:

<http://www.pbs.org/ktca/liberty/chronicle/bostonteatparty-edenton.html>

Then read the description of the role of women involved in the boycott of British tea. Why was this boycott important?

In looking at the boycott led by Boston women after the Tea Party took place, it becomes apparent that colonial women played a significant role in the cause of the Revolution. This will become even clearer when we look at the role Abigail Adams played during the debate over the drafting of the Declaration of Independence.

Coercive Acts (1774)

Called the Intolerable Acts by the colonists, these acts were passed in response to the Boston Tea Party. They closed down the Boston Port to all commercial shipping until Massachusetts agreed to pay the taxes on the dumped tea. Then a new series of acts ended self-rule by the colonists in Massachusetts. In addition, these acts made it illegal to sue royal officials in colonial courts. At the same time, Parliament passed the Quebec Act, which extended the border of Canada into territory claimed by the colonists.

The First Continental Congress (1774)

Created in response to these acts, the first Congress met in Philadelphia and had 56 delegates representing every colony. Delegates included Patrick Henry, George Washington, Samuel Adams, and John Hancock.

The Impact of the American Revolution

The Declaration of Independence

Months before July 4, 1776, the country was on an inevitable course that would lead the Second Continental Congress to approve the Declaration of Independence. The King of England could have made concessions or compromised, and the radicals demanding a revolution would have probably been silenced; instead, he took a hard line.

Look at the three key events preceding the passage of the Declaration of Independence: The Battle of Lexington and Concord, the publication of Thomas Paine's *Common Sense*, and the Battle of Bunker Hill. Why should these events be called defining moments in the battle for independence?

The term "defining moment" is an important idea when you study history. It means that there is an event that will stand out above the rest, or a phrase that is often quoted. All three events preceding the signing of the Declaration of Independence were defining moments in American history: The Battle of Lexington brought Paul Revere and his midnight ride; the first shots of the Revolution have been called "the shots heard round the world"; the Battle of Bunker Hill brought us the phrase, "Don't shoot until you see the whites of their eyes." In addition, Thomas Paine brought us the memorable phrase, "These are the times that try men's souls."

Lexington And Concord (April 19, 1775)

Before we analyze the battle, look at the first verse of the famous poem, "The Midnight Ride of Paul Revere." Imagine what the response of the colonists was when they got the warning, "The British are coming, the British are coming!"

The Midnight Ride of
Paul Revere
by Henry Wadsworth
Longfellow

Listen, my children,
and you shall hear
Of the midnight ride of
Paul Revere,
On the eighteenth of
April, in Seventy-
five;
Hardly a man is now
alive
Who remembers that
famous day and
year.

Visit Paul Revere's house at:

<http://www.paulreverehouse.org>



After Paul Revere warned the colonists, the battle took place at dawn on April 19th when 70 Massachusetts Minutemen confronted the British army on Lexington Green. Eight Americans were killed but the British had to regroup at Concord where they destroyed the colonists' weapons. The event has been called "the shot heard round the world." Shortly after this, the second Continental Congress declared war on Great Britain and appointed George Washington of Virginia as Commander-in-Chief of the American forces.

Battle of Bunker Hill (June 1775)

This was the first key battle of the undeclared war for independence. The American patriots were ordered not to fire until they could see "the whites of their eyes." The British got closer and the battle began. Even though the British succeeded in taking the hill, their loss was much heavier than that of the patriots.

HISTORICAL TIDBIT:



Even though it is called the Battle of Bunker Hill, it actually took place on the highest elevation called "Breed's Hill."

Visit the Freedom Trail Virtual Tour presented by the United States National Park Service at:

<http://www.nps.gov/bost/ftrail.htm>

Thomas Paine's *Common Sense*

Recently arrived from England, Paine was called a political scientist. He wrote a 50-page pamphlet called *Common Sense*, which outlined the reasons for separation from Great Britain. It sold over 100,000 copies and laid the groundwork

for a Virginian, Thomas Jefferson, to draft one of the most important documents in American history the Declaration of Independence.

I-MASTER ACTIVITY #15

Look at the list of the people who signed the Declaration of Independence at Colonial Hall's "Founding Fathers" site at:

<http://www.webcom.com/bba/ch/>

Then look at their actual signatures on the Declaration at the National Archives Exhibit Room at:

<http://www.nara.gov/exhall/charters/declaration/decmain.html>



Find the names of the signers as they appeared on the Declaration. Then read the opening of the Declaration. What promises does it make?

ACTIVITY TIP #15

The signing of the Declaration of Independence was one of the most memorable events in history. It has been captured at the National Archives web site. If you make a list of the original people who signed the document and then find their signatures, you will be astonished at the differences. One stands out above the rest that of John Hancock, who said he wrote his name so large that King George III would be able to read it without his glasses.



The importance of the opening of the Declaration points to the principles of equality, the "natural rights" of "life, liberty, and the pursuit of happiness," and a government that is based on citizens having control of who gets elected and elected officials being responsible to the people.

HISTORICAL TIDBIT:



Though we celebrate Independence Day on July 4th, actually the Continental Congress approved the draft of the document two days earlier.

After the Declaration was passed, the war got underway in earnest.

The Battle Lines

For a complete chronology of every Revolutionary War battle fought, go to the "Chronological List of Battles and Actions" page at:

<http://www.home.ptd.net/~revwar/chrono.html>

It was obvious from the start that the British had the main advantage in waging the war against the colonists. Their army was well equipped and well trained, and outnumbered the American forces. They also paid 30,000 Germans, called mercenaries, to fight. In addition, they had a number of Loyalists, those colonists who favored Great Britain, including a number of Indian tribes.

The colonists, on the other hand, had the "home court advantage." They were able to fight on land they were familiar with. At a critical point of the war, the French also came to the aid of the colonists. But above all, many believe it was "the spirit of '76" that propelled the colonists to victory.

For a look at the differences between the colonial forces and the British Army go to the "Liberty!" web site at:

<http://www.pbs.org/ktca/liberty/perspectives>

Look at the following list of battles and their outcomes. Decide what were significant turning points of the Revolutionary War.

Battle and Date	Outcome
Long Island (1776)	British force Washington to flee to Pennsylvania ® turning point
Trenton (1777)	Surprise victory for Washington
Saratoga (1777)	Cut off from the rest of the British forces, a major victory is achieved by the colonists ® turning point
Valley Forge (1777/1778)	Though not considered a fighting battle, the soldiers under Washington's command suffer terrible hardships
Vincennes (1779)	A major victory for George Rogers Clark in the West; establishes colonial control between the Appalachians and the Mississippi ® turning point
Savannah (1778)	Falls to the British
King's Mountain, Cowpens, South Carolina	Colonial victories
Guilford Courthouse	Americans force British to retreat to Yorktown
Yorktown	British surrender to Washington ® turning point

The Treaty of Paris ended the war in 1783 and Great Britain recognized the United States of America. Britain still maintained control of Canada, Spain was given Florida, and both the United States and England had trading rights on the Mississippi.

I-MASTER ACTIVITY #16

As you have seen, the decision to become a rebel is a difficult one; in fact, many colonists remained loyal to the British crown. Visit the web site called "Loyalist Songs and Poetry of the Revolution" at:



<http://www.erols.com/candidus/music.htm>

Read the lyrics of "The Rebel" and explain its point of view.

ACTIVITY TIP #16



The Loyalist song page gives you the opportunity to not only read the lyrics of songs that were sympathetic to the British, but also play the song. The

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lyrics of "The Rebel" are very sarcastic. They put down the efforts of the rebels to break away from the beloved mother country.

One event the Loyalists pointed to with pride was the actions of Benedict Arnold. Promising the British the strategic prize of West Point, Arnold fled when his British contact was captured and revealed his plan. Even though Arnold's attempt failed, Loyalists applauded his defection to the British. And to this day if you are called a "turncoat," it is a reference to Arnold's change of uniform and becoming a traitor.

Results of the American Revolution

Besides gaining independence from the most powerful nation in the world, the colonists also achieved political, social, and economic results.

Political

Each colony formed an individual state; voting rights were based on wealth; women still played a limited role.

Spotlight on Abigail Adams: The wife of John Adams, Abigail wrote a series of letters that pointed out that women should not be overlooked. In one letter she wrote, "Do not push such unlimited power into the hands of their husbands."

Social

Based on the principles of the Declaration of Independence, there was a spirit of equality in the new nation. Immediately following the war, Massachusetts and New Hampshire passed laws ending slavery. Other northern states would soon follow that lead. The situation did not change in the South. The slave population grew to 680,000 in 1790.

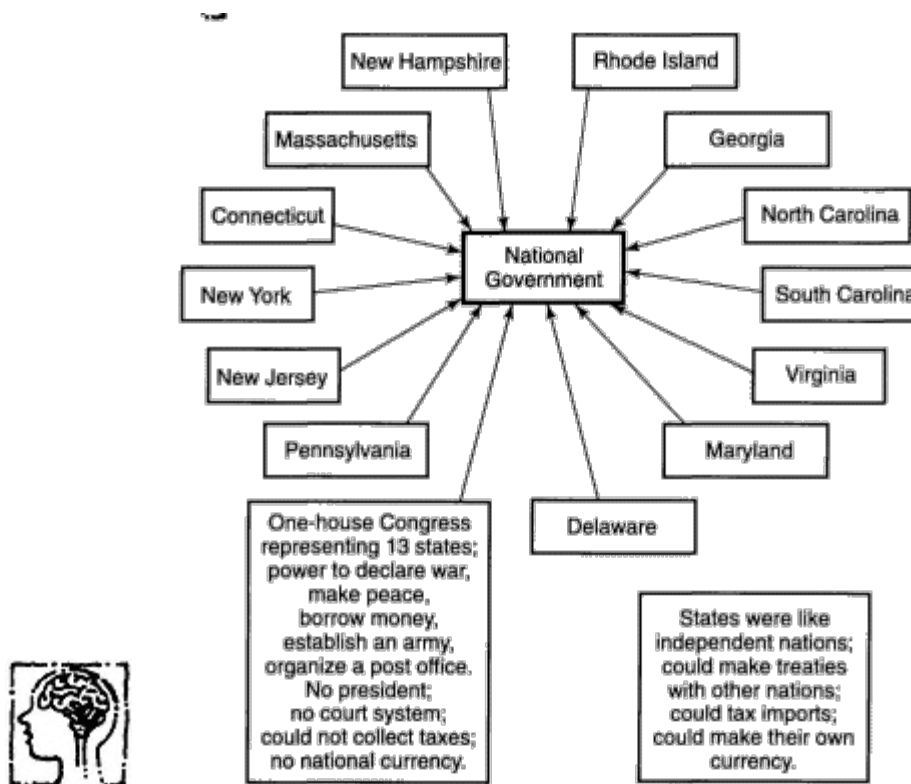
Economic

Because of the size of the new country, the United States had the potential to expand westward. It also took a role in trading with the other nations and for the first time broke the mercantilist hold that had been placed on the colonies by Great Britain. The Continental Congress printed money, though there was a large debt still to be paid after the war ended.

*The Formation of a New Government**The Articles of Confederation*

Before the war was even over, the colonies approved the first official government for the United States of America. It was called the Articles of Confederation. I-MASTER wants you to take a look at the way this government was organized.





Decide why the outer rectangles are all surrounding the center rectangle titled National Government. What does that tell you about the nature of the Articles of Confederation?

Looking at the Articles of Confederation Mind Map, you will notice 13 rectangles all surrounding one rectangle called the national government. The 13 rectangles each have a name of the 13 newly formed states. They have a loose connection to the national government, and when you look at the strengths and weaknesses of the Articles, you should reach the conclusion that the Articles represented a first attempt at organizing the government. It was a loose

relationship because the colonists feared a strong central government and were afraid of a repeat of what they had experienced under England's rule.

HISTORICAL TIDBIT:



After the Articles of Confederation were ratified, John Hanson of Maryland was elected president of the one-house Congress. That technically made him the first president of the United States.

The one major accomplishment under the Articles of Confederation was the passage of the Northwest Ordinance in 1787. It created a system of limited government and organized the entire Northwest Territory as a single area. The territory became a new area for eventual westward expansion by the young country.

While the Articles of Confederation was the national form of government, each state also had its own version of government. State constitutions differed, but all emphasized what the Declaration of Independence called "unalienable rights" of life, liberty, and the pursuit of happiness, as well as other rights which would eventually be part of the Bill of Rights; however, because the Articles of Confederation created such a weak central government, many states had conflicts with each other.

The Constitutional Convention

The period between 1781 and 1789 became known as "the critical period" in United States history. Because of the uncertainty and problems created by the Articles of Confederation, the new country struggled to meet its economic obligations. In 1786 a rebellion of farmers, known as Shays' Rebellion, broke out in Massachusetts. Daniel Shays was a farmer who was going to lose his farms because he could not pay his taxes. As a result of his situation, he led

other farmers in armed rebellion and marched to the courthouse and armory in Springfield. Shays' army stole weapons and he and his rebels fled to the countryside. Pursued by both New York and Massachusetts militia, he was finally captured in 1787.

Look at the Time Line at the beginning of the chapter dealing with the formation of the new government. Then look at the Constitutional Convention that was called to deal with the problems the country faced during the critical period. Visit the Library of Congress' "To Form a More Perfect Union" web site at:

<http://memory.loc.gov/ammem/bdsds/bdexhome.html>

and the National Archives exhibit detailing the biographies of the Founding Fathers who drafted the Constitution at:

<http://www.nara.gov/exhall/charters/constitution/confath.html>

What problems faced the delegates who attended the Constitutional Convention that met in Philadelphia in 1787?

After looking at some of the biographies of our Founding Fathers, you will notice that they all came from different parts of the country. Some represented states with large populations; others represented states that had large slave populations. There were also questions raised as to whether the Articles could have just been revised rather than completely changed. Additionally, the delegates also represented different economic interests. Some represented farmers; others represented bankers. All these factors influenced the delegates in the drafting of the new Constitution.

In trying to craft a series of compromises so that a new constitution could be ratified, the delegates argued and debated over three key areas: representation, slavery, and the need for a Bill of Rights to be part of the Constitution.

I-MASTER ACTIVITY #17



Take the role of a delegate to the Constitutional Convention and look at the charts that give the differing points of view dealing with these subjects. What compromises would you come up with and how do they compare with the real compromises reached by the delegates?

Constitutional Convention Compromises

Plan A
(favored by large
states)

Include in the
Constitution one
House of
Representatives
based only on
population.

Plan B

(Favored by the small states)

Include in the Constitution one house consisting of equal
representation.

Plan A
(Favored by the
North)
Include in the
Constitution a
provision
that bans the
importing of slaves
and does

not count them in
the total population
of a
state.

Plan B

(Favored by the South)

Include in the Constitution unlimited
importing of slaves as part of the
population.

ACTIVITY TIP #17

Therefore, a series of compromises came about. If you look at the major areas of disagreement, you will notice they involve representation and slavery. What compromises were made? The Bill of Rights, another area of contention, is discussed later.

Representation

There were two plans. The New Jersey plan favored a single legislative body based on equal representation of the 13 states. The Virginia plan favored a single legislative body based on the population of the state; thus larger states would have more representatives than smaller states. The Great Compromise created two houses of Congress: One house, called the House of Representatives, was based on the Virginia Plan; the



other house, called the Senate, was based on the New Jersey plan.

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Slavery

This was a problem that would not be settled until the Civil War; however, the new Constitution ended slave trade in 1808. The issue of how to count slaves in the newly formed House of Representatives caused a major split. The North did not want slaves to be counted since they did not have any legal rights. The South wanted slaves to be counted to give the South more representation. The compromise reached provided for every five slaves to be counted as three people for the purposes of representation; it was therefore called the "three-fifths compromise."



The Constitution

The lines were drawn and two factions emerged to argue for and against the approval of the new Constitution. This process, called ratification, needed 9 of the 13 states to vote for the new document. Those who were in favor of the Constitution were called the Federalists. Those who opposed the Constitution were called the Anti-Federalists. One of the Federalist leaders, Alexander Hamilton, argued through the publication of *The Federalist Papers* that there was a need for a strong central government. Thomas Jefferson, leader of the Anti-Federalists, still believed in a loose association of the states.

I-MASTER question: Which side would you join, the Federalists or Anti-Federalists?

The Constitution was finally ratified, but not until a series of heated debates took place in each of the states. Look at the chart of the ratification process.

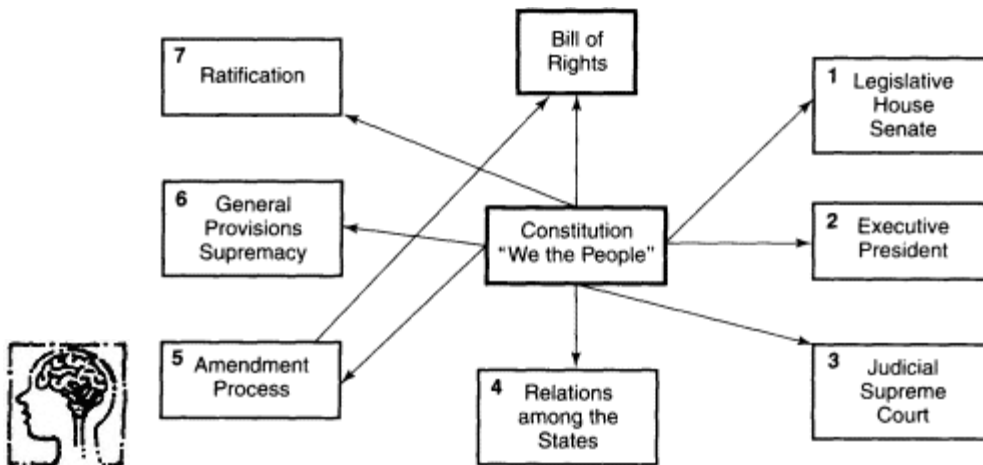
The Ratification of the Constitution

Order	State	Date	Votes for	Votes against
1	Delaware	December 7, 1787	30	0
2	Pennsylvania	December 12, 1787	46	23
3	New Jersey	December 18, 1787	38	0
4	Georgia	January 2, 1788	26	0
5	Connecticut	January 9, 1788	128	40
6	Massachusetts	February 6, 1788	187	168
7	Maryland	April 28, 1788	63	11
8	South Carolina	May 23, 1788	149	73
9	New Hampshire	June 21, 1788	57	47
10	Virginia	June 25, 1788	89	79
11	New York	July 26, 1788	30	27
12	North Carolina	November 21, 1789	194	77
13	Rhode Island	May 29, 1790	34	32

Looking at the ratification chart, it is surprising to see how close the vote was in Massachusetts, New Hampshire, Virginia, New York, and Rhode Island. Also, since the Constitution needed nine states to ratify, it is interesting to note that two key states, Virginia and New York, approved it after it had technically been ratified. Nobody knows what would have happened if a big state like New York had voted it down!



In the last part of this chapter I-MASTER will explore the important principles of government established in the Constitution.



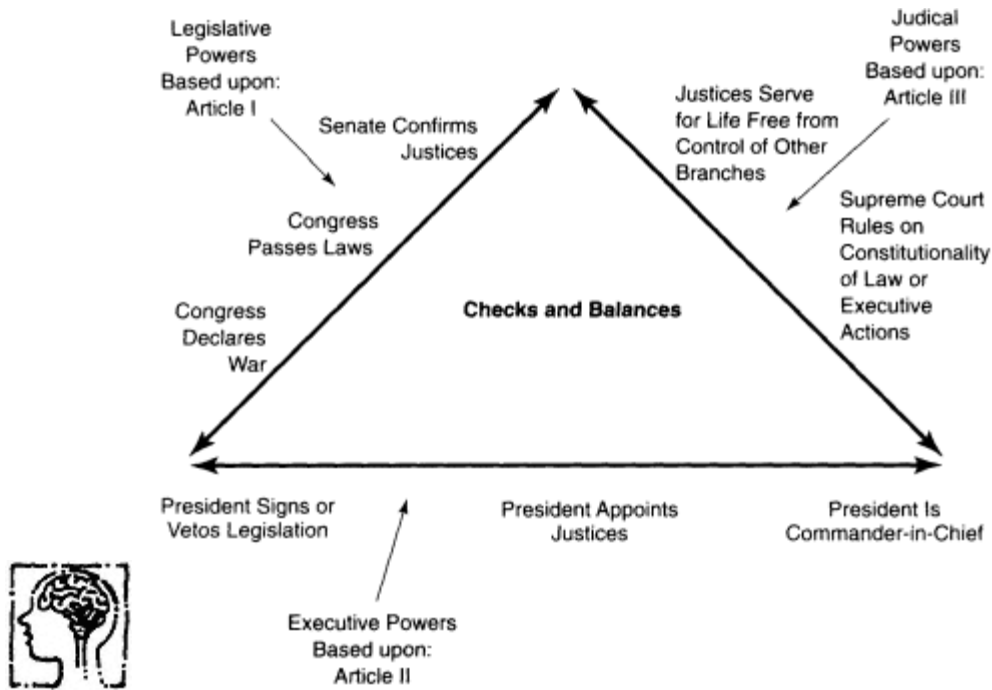
They are:

- limited government based on popular sovereignty

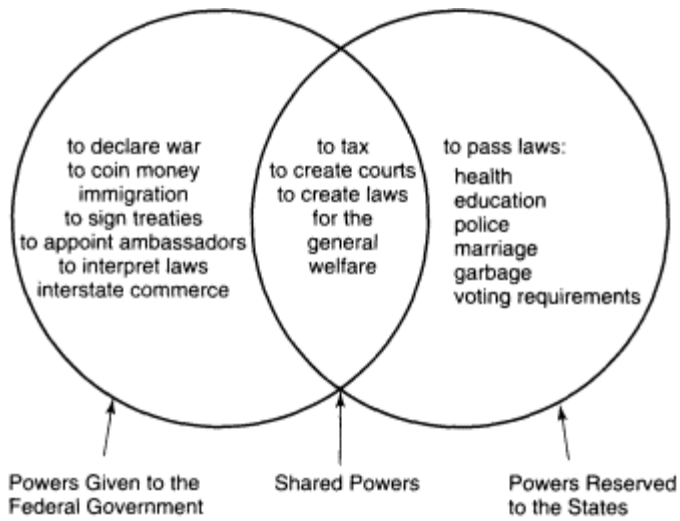


Limited Government Through the election of our officials, called popular sovereignty, government can only act with powers given to it by the people.

- separation of powers and checks and balances



- federalism



- the supremacy of national laws



National Supremacy Based on a clause in the Constitution, national laws are superior to state laws.

- the guarantee of personal liberties through a Bill of Rights



Bill of Rights The first ten amendments to the Constitution. They guarantee people certain freedoms such as freedom of press, speech, and religion.

Look at the Constitution Mind Map and describe how the Constitution is organized. Then look at the triangle explanation of separation of powers and the circle representation of federalism. How do these features explain how the government works?

After looking at the Constitution Mind Map, the triangle explanation of the separation of powers, and the circle representation of federalism, you should be able to come up with the following conclusions about the Constitution:

- The introduction to the Constitution beginning with the words "We the people" is called the Preamble and it describes the purposes of the Constitution.

The Constitution has seven articles:

- Articles I-III describe the three branches of government: the Legislative body, whose major responsibility is to make the Laws, called Congress, consisting of a House of Representatives and Senate; the Executive branch, run by the president, whose major responsibility is to Enforce the laws; and the Judicial branch, where the power of the courts is described and whose major function is to Judge whether the laws of the Congress and the actions of the president are legal.
- Article IV describes the rules and regulations for the states.
- Article V discusses how the Constitution can be amended; an example of this is the Bill of Rights.
- Article VI states that the Constitution is "the law of the land" and is supreme.
- Article VII describes how the Constitution needed the approval of 9 out of the 13 states to be ratified.

The diagram called the triangle theory describes in detail how each branch of government has specific powers; that is called "separation of powers," and the way those powers guarantee that no one branch becomes too powerful is called "checks and balances."

The diagram called the circle theory illustrates how there is a division of powers between the federal government and state governments, each having unique powers. There are also powers that are shared by the federal and state governments. This is called federalism.

HISTORICAL TIDBIT:

One of the debates held at the Constitutional Convention that was put on hold was the question regarding the Bill of Rights. The Anti-Federalists insisted that a Bill of Rights be part of the original Constitution. The Federalists believed there were sufficient guarantees against government abuses in the Constitution. An agreement was reached that led to the ratification of the Bill of Rights two years after the Constitution was ratified.

*The Bill of Rights***I-MASTER ACTIVITY #18**

Look at a copy of the Bill of Rights. Even though there are 10 amendments describing our rights, there are 27 individual rights listed. What are those rights?

ACTIVITY TIP #18

Though the Bill of Rights consists of 10 amendments, in fact, it guarantees many more freedoms:

Amendment I Religious establishment is prohibited; free exercise of religion; freedom of speech; freedom of the press; the right to petition, and the right to assembly.

Amendment II The right to keep and bear arms.

Amendment III Soldiers can only be quartered with the consent of the owner and only in time of war.

Amendment IV The right of search and seizure is regulated; the right of privacy; search warrants are required with probable cause.

Due Process (the rights of the accused) Amendments:



Amendment V Provisions concerning prosecution: Indictment is needed; no double jeopardy; life, liberty, or

property cannot be taken without due process of law; one can't be made to testify against oneself (self-incrimination).

Amendment VI The right to a speedy trial is guaranteed; one must be informed of the nature of the crime; one must be able to confront, call, and question witnesses; one must have the assistance of a lawyer.

Amendment VII The right to a trial by jury.

Amendment VIII Excessive bail or fines and cruel punishment are prohibited.

Amendment IX Rights not listed in the Constitution cannot be taken away.

Amendment X Reserved power clause giving rights to the states under the Constitution.

The Constitution is much more than an old historic document. It is a living, flexible instrument that provides for the framework of our democracy. To become more familiar with the Constitution, visit the National Constitution Center's web site at:

<http://www.constitutioncenter.org/8A1.html>

This center will be the home of the National Constitution Center Museum located in Independence Hall Park in Philadelphia. At the web site participate in the "Kid's Collection" activities, then explore the historical development of the Constitution.

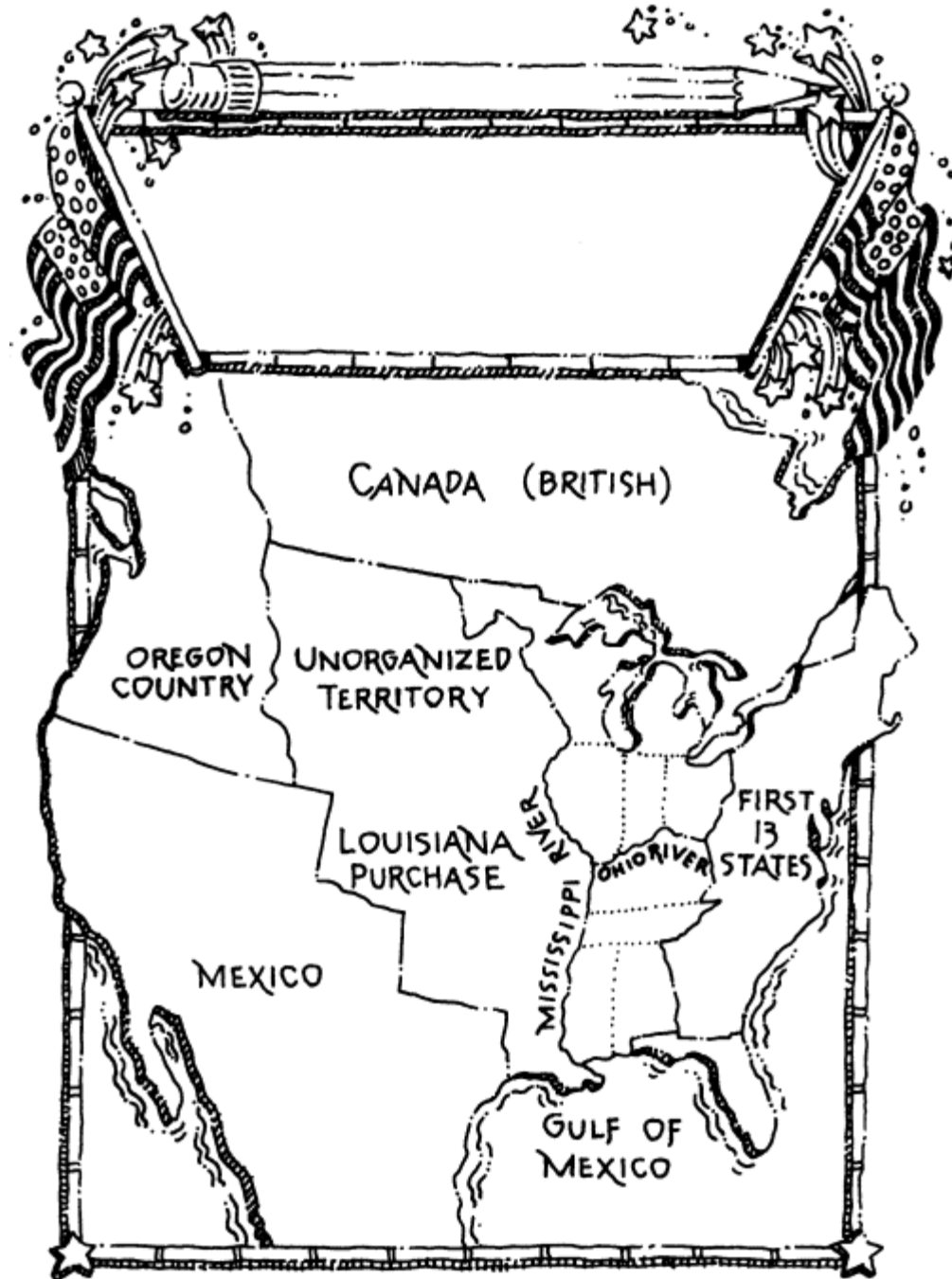
Finally, there are many government web sites that encourage the participation of children and explain the function of government. The White House has a special site just for children at:

<http://www.whitehouse.gov/WH/kids/html/kidshome.html>

Visit the Government Agencies Homepage for children at:

<http://www.odci.gov/cia/ciakids/govagency.html>

Chapter Five
Expansion and Reform
(1801-1848)



"Tis our true policy to steer clear of permanent Alliances."

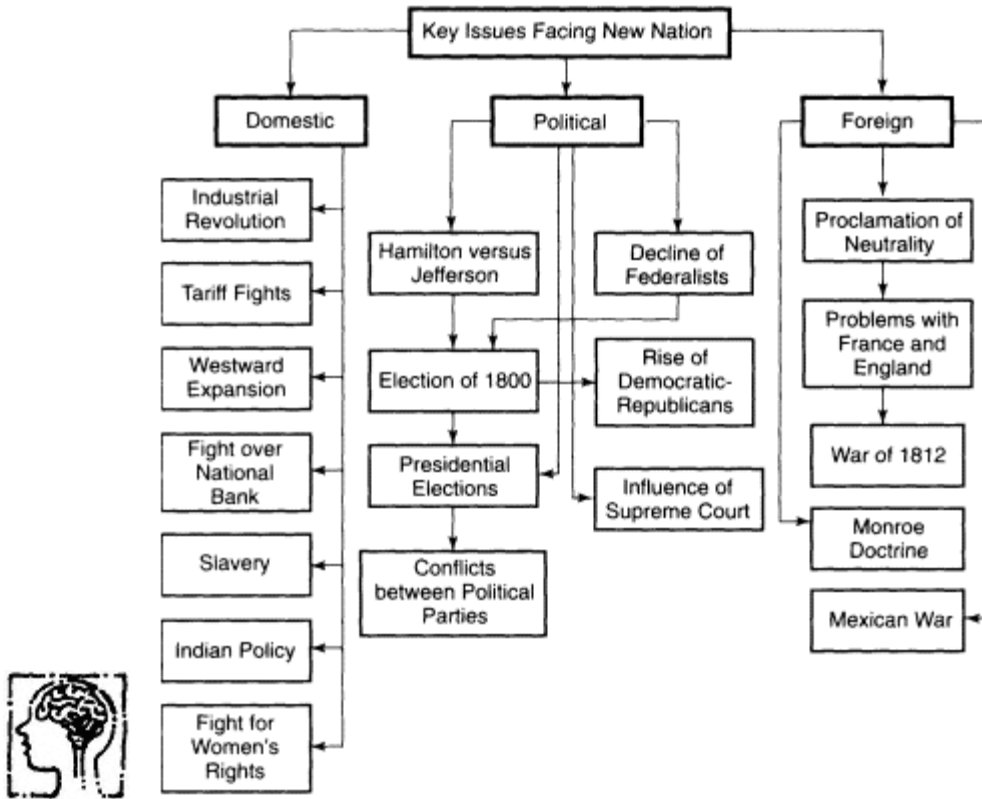
George Washington's Farewell Address, 1796

Time Line (1789-1848)

1789George Washington elected first president	1814Treaty of Ghent ends War of 1812
1789Washington appoints first cabinet members	1816James Monroe elected president
1792Eli Whitney invents the cotton gin	1819 <i>McCulloch v. Maryland</i> decided by Supreme Court
1793Congress passes Fugitive Slave Act	1820Missouri Compromise
1794Whiskey Rebellion against high taxes	1823Monroe Doctrine
	1825Erie Canal completed
	1825John Quincy Adams elected president
1795Jay Treaty settles issues with Great Britain	by House of Representatives
1796John Adams elected president	1828Andrew Jackson elected president
1798XYZ Affair	1831Trail of Tears
1798Alien and Sedition Acts passed	1832Andrew Jackson reelected
1798Virginia and Kentucky Resolutions passed	1832Jackson vetoes chartering of Second National Bank
1800Thomas Jefferson elected president	1832Nullification crisis
1800Government moves to Washington, D.C.	1832McCormick reaper invented
1801John Marshall named Chief Justice of Supreme Court	1836Martin Van Buren elected president
1803 <i>Marbury v. Madison</i> decided by Supreme Court	1840William Henry Harrison elected president
1803Louisiana Purchase	1841John Tyler becomes president after Harrison dies in office
1804Lewis and Clark expedition begins	1844James Polk elected president
1804Hamilton killed by Burr in duel	1846Mexican War begins
1807Robert Fulton invents steamboat	1848Women's rights convention held in Seneca Falls, New York
1808James Madison elected president	1848Gold discovered in California
1812War of 1812 begins	1848Mexican War ends
1814Washington, D.C. captured by British	1848Zachary Taylor elected president
1814"Star Spangled Banner" written	

Growing Pains

The newly formed nation created an excitement for the citizens of the young country, but its future destiny faced many obstacles. If not for a combination of outstanding leaders and some good luck, the young republic could have easily been destroyed by enemies from within and from foreign powers.



Look at the "Key Issues Facing New Nation" Mind Map and the Time Line accompanying this chapter. Imagine that you are a citizen of the United States in the year 1800. Decide what you feel were some of the dangers facing the country. Then decide why the country was able to succeed by listing those areas and events that contributed to its development.

The themes of the time period are outlined by the Mind Map and Time Line. Some of the dangers facing the country were:

- The threats from abroad, ultimately leading to the War of 1812
- Political differences leading to conflicts between parties
- Fights over domestic issues such as tariff policy, the national bank, the Indian policy, and slavery.

Some of the factors leading to success include:

- The stand the United States took when Monroe warned Europe to stay out of the Western Hemisphere in his famous Monroe Doctrine
- The expansion of the country westward
- The Industrial Revolution
- Dynamic leadership of presidents such as Jefferson and Jackson

CHAPTER FLASHBACK:

If you recall, the last chapter outlined how the nation had a new government called the Articles of Confederation. During what was called the "critical period," people started questioning whether this new government would work. Groups called Federalists and Anti-Federalists argued over the need for a new Constitution. A convention was called in Philadelphia, and after a series of compromises, the Constitution of the United States was ratified in 1789. Two years later the first 10 amendments to the Constitution, known as the Bill of Rights, was added to the Constitution.



Our First President

Now the government had to move forward. The newly formed Congress passed the Judiciary Act in 1789, which created the Supreme Court and other federal courts. The House of Representatives elected the first president of the United States, revolutionary war hero George Washington. One of his first actions was to get the most qualified people involved in the new government. He did this by creating the Cabinet. Since it was not part of the formal Constitution, it became part of what is called the "Unwritten Constitution."



Unwritten Constitution Those areas of government that are not part of the written Constitution, such as the cabinet and political parties.

Two of Washington's first cabinet appointments were Alexander Hamilton, the leading Federalist who took the position of secretary of the treasury, and Thomas Jefferson, an Anti-Federalist, who was appointed secretary of state.

Look at the following chart. What are the most significant differences between Hamilton and Jefferson? Why do you think Washington appointed these two men who had opposite opinions about most things?

Hamilton	Jefferson
Married into wealth.	Spoke for "the common man."
Believed in a strong central government.	Believed in states' rights.
Favored commerce and industry.	Represented farming interests.
Devised a National Bank.	Felt the Constitution did not allow for the creation of a National Bank.
Wanted a tariff.	Was against a tariff.
Believed in establishing commercial relations with Great Britain.	Supported the French Revolution.

The president's cabinet has become a very important institution of government. When Washington appointed Jefferson and Hamilton, he knew they differed on some important issues such as the role of the federal government and the manner in which the economy should develop. However, he felt that it was essential to have the most able men to serve in the government.

The ultimate success or failure of the new government rested squarely on the shoulders of the new president, George Washington. Besides appointing a cabinet, Washington supported the growth of the country. Immigrants arrived from Europe. Americans were moving westward New Englanders to Ohio, southerners into Kentucky and Tennessee. The Industrial Revolution also had a positive impact on the country. Eli Whitney invented the cotton gin in 1792, which would eventually transform the southern economy. The Northeast also became more industrialized. Factories laid the groundwork for the newly emerging textile industry and shipping, and commerce became so big that the United States was second only to England in those areas.

Washington's leadership skills also helped the country navigate a safe course. He developed policies for the settlement of territories previously held by Britain and Spain. Three new states were admitted Vermont (1791), Kentucky (1792), and Tennessee (1796). His advice for the country before he left office after his second term was to "steer clear of permanent alliances." This policy of neutrality became the major characteristic of American foreign policy until the twentieth century.

I-MASTER ACTIVITY #19

Visit the National Archives web site at:

<http://clio.nara.gov:70/about/publ/prologue/album1.html>

and look at the George Washington photo album collection.
Then take a tour of Washington's home at Mount Vernon at:

<http://www.mountvernon.org/>



What impressions do you have about George Washington?
While you are visiting the site, send an electronic Washington
greeting card to a friend or a teacher.

ACTIVITY TIP #19

Besides housing such historical documents as the
Declaration of Independence, the Constitution, and the
Emancipation Proclamation, the National Archives also
has the papers of George Washington. When you look
at the photo album and its captions, think about the
many different issues raised about Washington the man
and Washington the president. This is reinforced when
you take a virtual tour of Washington's house at Mount
Vernon.



HISTORICAL TIDBIT:

There are over 200 places and things named after
George Washington, including a state, our capital,
mountains, streams, lakes, counties, colleges, public
schools, streets, towns, villages, and monuments.



Early Foreign Policy Controversies

Washington's decision to leave office after two terms began a long-standing tradition that lasted until Franklin Roosevelt decided to run for a third term. John Adams, our second president, was the last Federalist to become president of the United States. Even though the United States had a stated policy of neutrality, the Adams administration was plagued by foreign policy controversies similar to those that took place during Washington's administration. Let's briefly trace them:

Washington's Foreign Policy Incidents

Citizen Genêt Affair (1794)

After Washington broke a treaty with France, its diplomat Edmond Charles Genêt was sent to the United States. Known as Citizen Genêt, he angered the American government when he disagreed with the president. Genêt then personally took his case to the American people and Washington asked France to recall him.

Jay Treaty (1794)

The treaty settled a dispute with Britain but failed to address the issue of the seizure of American ships and the forcing of American sailors into the British navy, known as *impressment*.

Adams's Foreign Policy Incidents

The XYZ Affair (1798)

Three American diplomats, known as X, Y, and Z, reported that the French demanded loans and bribes from American officials. Americans became hostile toward France and, as a result, the United States strengthened its armed forces.

Alien and Sedition Acts (1798)

Because of American hostility toward France, Congress passed these acts that gave the president the power to punish aliens in times of war. They also gave the government the right to arrest people in times of war if they spoke or wrote things against the government.

Kentucky and Virginia Resolution (1798)

In response to the Alien and Sedition Acts, Kentucky and Virginia both passed state laws that they would not enforce these acts in their states. This action was called *nullification*, but this state action was not carried out. Eventually, the idea was used by the South when they seceded from the Union and the Civil War began.

I-MASTER ACTIVITY #20



After looking at the early foreign policy controversies, why do you think the government decided to pass the Alien and Sedition Acts? What do you think would happen today if the government supported a law like this?

ACTIVITY TIP #20

As you will soon see, threats from England and France posed a real problem for the United States in the early 1800s. The events listed all give you a hint as to why this is so. One thing is certain. As a very young country with a weak military, we were very fortunate that Europe had its own problems. The Alien and Sedition Acts established the idea that in times of national crisis, the government can limit the civil liberties of individuals. Whether you believe this makes sense depends to a certain extent on the nature of the threat posed to the United States.



Political Developments after 1800

The Election of 1800

The election of 1800 proved to be a turning point in American politics. It was a hotly contested election between the Federalist party headed by John Adams, and a new party formed by Thomas Jefferson called the Democratic-Republicans. Jefferson won the election and the results signaled the downfall of the Federalist party, though there were still many Federalists in the government. One controversy surrounding the election involved a Supreme Court case called *Marbury v. Madison*. During the last hours of his presidency, John Adams appointed a number of Federalists as judges. They were called "midnight judges." Jefferson did not like these appointments and challenged them after he was elected. Jefferson brought the case before the court under a law establishing the procedures for Supreme Court review. In what is called a landmark decision, the Supreme Court, under new chief justice, John Marshall, for the first time said that the law that established the procedure to appeal a case to a Supreme Court was unconstitutional. This power, called judicial review, is one of the most important powers the Supreme Court has.



Judicial Review The power of the Supreme Court to judge whether actions of the president, laws of Congress, or laws passed by states are constitutional.

Jefferson faced many problems as president. We will be looking at them as, later in this chapter, we put under the microscope the domestic and foreign policy issues facing the nation. But let's take a closer look at Thomas Jefferson, who many historians have called one of our greatest presidents.

I-MASTER ACTIVITY #21

To get an idea of how Jefferson felt about many of the issues facing the United States, visit the Ask Jefferson web site at:

<http://www.etext.virginia.edu/jefferson/quotations>

Pick out one quote and explain its meaning. Then visit Jefferson's home at Monticello at:

<http://www.monticello.org>



and take a virtual tour of a day in the life of Jefferson. Why did Jefferson like his home at Monticello so much? What did you learn about Jefferson from this site?

ACTIVITY TIP #21

Here is an example of a quote dealing with slavery:

"Nobody wishes more ardently [passionately] to see an abolition [end of slavery], not only of the trade, but of the condition of slavery; and certainly, nobody will be more willing to encounter [meet] every sacrifice for that object."

Thomas Jefferson to Brissot de Warville, 1788

The explanation you should be able to come up with, if you understand the words in bold, is that Jefferson was against slavery. The irony is that he owned slaves himself and, according to the results of a DNA test conducted in 1998, had an affair with one of them, Sally Hemmings.

After visiting Jefferson's house at Monticello, you should come away with, as the web site states, "a sense of the extraordinary range of his talents, his insatiable thirst for knowledge, his watchful use of time, and the larger community that lived and worked at Monticello."



HISTORICAL TIDBIT:

Thomas Jefferson was the first president to walk to his inauguration. He wore a plain gray suit, and most historians wrote that it was his belief in the common man that made him decide to walk. The truth was that a new \$6,000 carriage never arrived because of bad weather.

One of the most important political events of the time was the relocation of the capital in 1800 to what was named Washington, D.C. With the establishment of the District of Columbia as the nation's capital, a new home then had to be built for the Congress. The capital has undergone many changes in its history.

I-MASTER ACTIVITY #22

Visit the Library of Congress web site "Temple of Liberty, Building a Capitol" at:



<http://lcweb.loc.gov/exhibits/us.capitol/sO.html/>

How has the Capitol changed over the years?

ACTIVITY TIP #22

The Library of Congress has a virtual exhibit tracing the development of the Capitol building. Each section has original documents and sketches showing how the Capitol was built. Find the links that show the different views of how the Capitol was built.



Hint: Look at the link called "The Most Approved Plan: The Competition for the Capitol's Design" and compare the different artists' renditions.

One of the most bitter political rivalries reached a deadly conclusion in 1804. Alexander Hamilton and Aaron Burr had been political opponents. After the election of 1804, their dis-

agreements reached a peak when Burr challenged Hamilton to a duel. Hamilton accepted and was shot to death.

HISTORICAL TIDBIT:



There were other famous Americans who also were involved in duels. They included Benedict Arnold, Henry Clay, De Witt Clinton, Andrew Jackson, and Abraham Lincoln.

Visit the "Old News" web site focusing on the Hamilton-Burr dispute at:

<http://ourworld.compuserve.com/homepages/OLDNEWS/burr.htm>

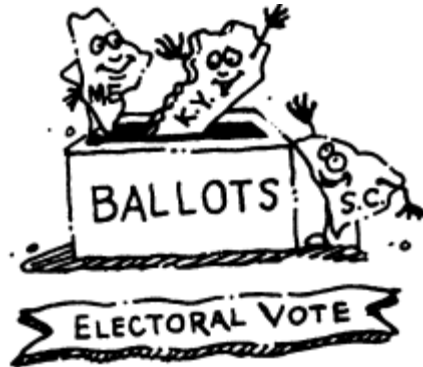
Read the account and pick out the language that suggests the hatred that existed between the two men.

The duel between Hamilton and Burr was one of the saddest events in American history. After reading the account, you should be able to detect Burr's anger as he uses such charged words as "evasive, not altogether decorous." Then he sets the stage for the duel as he states clearly to Hamilton that "you were ready to meet the consequences."



When you look at political issues, you have to focus on the presidents who were elected to office. Once the presidents were sworn in, each of them made a mark on the nation. One

election made history when no candidate received a majority of what is called the electoral votes the number of votes, based on how many states a candidate wins needed to win the election. This process is defined in the Constitution and is called the electoral college.



Electoral College The process in which electors determined by the size of each state choose the president after the majority of people in each state vote.

Let's take a look at the results of the election:

Candidate	Popular Vote	Electoral Vote
Andrew Jackson	153,544	99
John Quincy Adams	108,740	84
William H. Crawford	46,618	41
Henry Clay	47,136	37

Who do you think won the election? If you said Jackson, you are wrong. Since no candidate received a majority of the electoral votes, the House of Representatives decided the outcome and chose Adams. To see the results of all the presidential elections, visit the Elections web site at:

<http://www.multied.com/elections/>

Find out some biographical information on the other presidents who were elected between 1800 and 1850. They are:

Thomas Jefferson (18011809)
 James Madison (18091817)
 James Monroe (18171825)
 John Quincy Adams (18251829)
 Andrew Jackson (18291837)
 Martin Van Buren (18371841)
 William Henry Harrison (1841)
 John Tyler (18411845)
 James Polk (18451849)
 Zachary Taylor (18491850)

I-MASTER ACTIVITY #23

Visit the White House web site focusing on presidential biographies at:



<http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html>

Look at the short biographical sketches of each of the presidents and pick out an interesting fact you learned about them.

ACTIVITY TIP #23

Each president has what you can call a "claim to fame." After reading the biographies, pick out one example of what makes the president an interesting personality.

Thomas Jefferson Helped expand the United States through his purchase of the Louisiana Territory from France. Died on July 4th.

James Madison Known as the "Father of the Constitution," he called for a declaration of war in 1812.

James Monroe People called his presidency "the era of good feeling." He also issued the Monroe Doctrine.

John Quincy Adams Won a disputed election; favored the construction of roads and canals.



Andrew Jackson Called "Old Hickory," he also led the fight for the National Bank and supported the removal of Indians from their homes.

Martin Van Buren Opposed the expansion of slavery; had to fight an economic depression during his administration.

William Henry Harrison Ran for election using a campaign slogan "Tippecanoe [a battle that Harrison won during the war of 1812] and Tyler too"; died in office one month after he was sworn in.

John Tyler The first vice-president to become president because of a death of the elected president; a believer in states' rights.

James Polk encouraged the expansion of the nation from coast to coast; signed a declaration of war against Mexico in 1848.

Zachary Taylor Called "Old Rough and Ready," this career soldier resisted attempts by the South to leave the union; died in office.

Domestic Issues Facing the Nation

There were striking themes that characterized the concerns of the citizens of the young country. They were:

- The creation of the National Bank. Favored by Alexander Hamilton in 1791, it would be the central bank for the United States. It would have the power to lend money and would regulate the country's economy. Many felt the bank's creation was illegal. Those people were called strict constructionists.



Strict Constructionists Those who believe the interpretation of the Constitution should not be flexible.



Loose Constructionists Those who believe the interpretation of the Constitution should be flexible.

The people who favored the bank were called loose constructionists. A Supreme Court case called *McCulloch v. Maryland* settled the issue. The court ruled that the bank was legal.

- The fight over protective tariffs. The North favored a high protective tariff, a tax on imported goods, in order to get maximum profits on goods it made. The South was against it because it was afraid that its exports would be taxed by other countries.
- The effects of the Industrial Revolution. Inventions such as Eli Whitney's cotton gin and McCormick's reaper ushered in the Industrial Revolution. Its impact was widespread as new forms of transportation, such as the railroad, and new means of transporting goods, such as canals, also appeared.

I-MASTER ACTIVITY #24

Visit the Erie Canal home page at:

<http://bhw.buffnet.net/erie-canal/>



Click on to the link Digging the Ditch and explain why the building of the Erie Canal had such a tremendous impact on the transportation system of the nation.

ACTIVITY TIP #24

When New York governor De Witt Clinton supported and received approval to begin construction of the Erie Canal in 1810, little did he know how it would change the face of transportation. Besides bringing the cities of Albany and Buffalo closer together, the canal, when completed, was a model for future transportation. The finished canal was 425 miles long, 40 feet wide, and only 4



feet deep. New boats had to be built that could travel on the canal. The steamboat, invented by Robert Fulton, became one of the first passenger boats to travel on the canal. The impact of the canal on westward expansion was striking: Lumber shipments and grain headed east, new immigrants moved west, and new markets would open up all along the canal. Buffalo's population increased almost tenfold by 1840.

Territorial Expansion

Manifest Destiny

The drive toward the West. Also called manifest destiny, the belief that it was God's will that the United States expand its boundaries from the East Coast to the West Coast. The Louisiana Purchase engineered by Thomas Jefferson, exploration of uncharted territory by Lewis and Clark, the Mexican War, and eventually the gold rush in California achieved this goal.

Explore the links under the category "Territorial Expansion of the United States 17831898," at the Historic Atlas Resource page at:

<http://darkwing.uoregon.edu/~atlas/america/maps.html>

What is the pattern of expansion that led to the fulfillment of manifest destiny?

In exploring how the United States achieved its goal of expanding its borders from coast to coast, you should look at maps that trace this movement. The most significant maps are:

Territorial Expansion of the United States (17831853)

Louisiana Purchase (18001803)

Journeys of Lewis and Clark (18041806)

Territory Ceded by Spain (18101819)

Texas (1836)

Oregon Country (18431848)

The War with Mexico (18231846)

Mexican Cession Political Boundaries (1848)
Gadsden Purchase and Proposed Rail Routes (1853)
Alaska and Hawaii (1867 and 1898)

Then visit the "News of Yore" web site at:

http://www.acadiacom.net/will_o/index.html

Trace the adventure of the Lewis and Clark expedition. How would you compare them to the original European explorers?

The Lewis and Clark expedition gave the United States the first account of the uncharted Louisiana territory. The web site "News of Yore" gives a fascinating account with pictures of this expedition. As you move from page to page, look for the many tasks Lewis and Clark completed in exploring the vast territories. Don't forget to click on to some of the accompanying photos and other background information. After you complete your journey with them, you will be able to decide how they compared to other earlier European explorers.

Finally, in your exploration of the expansion to the West, look at the PBS web site's outstanding interactive "New Perspectives on the West." When you go to each of the areas, click on to the Show Contents link and explore the Time Line, look at an individual state for trails, towns, and settlements, pick out some of the historical figures like Buffalo Bill Cody or Stephen Austin, and look at the primary resources such as Supreme Court cases or treaties.

Pick out one historical figure and read the biography. What kind of character did one have to develop to become a pioneer? What places do you think the modern-day pioneer would settle? Give an example of a primary source found on this web site.

Slavery

A full discussion of this issue will take place in the next chapter, but legislation such as the Missouri Compromise tried to address that issue.



Missouri Compromise A law passed allowing slavery in Missouri and in new states south of that location and did not allow slavery in new states north of that line.

The Native Americans

As a result of two Supreme Court cases, and the support of President Andrew Jackson, the Indians living in Georgia were sent on a trail of tears (see below).



I-MASTER ACTIVITY #25

Take a journey with the Native Americans on "The Trail of Tears" at:



<http://www.rosecity.net/tears/trail/retrace.html>

Look at the map of the journey and read some of the accounts. How would you describe the event?

ACTIVITY TIP #25

The story of the Trail of Tears is a sad one. After President Jackson signed the Indian Removal Act, the Cherokee nation was ordered to leave Georgia. The Indian people suffered tremendously on their long journey, and 4,000 died during the forced removal.

After reading the account of this journey, you should feel angry about how they were treated. If you look at the campsite accounts, you will surely get a sense of what life was like on the terrible journey.



The Suffrage Movement

The movement advocating women's rights, culminated with the Seneca Falls Convention in 1848, where women leaders, Susan B. Anthony and Elizabeth Cady Stanton, called *suffragettes*, urged that women be given the right to vote.

The Library of Congress has a wonderful exhibit on the history of the suffrage movement. We will be returning to this site in future chapters. To get an idea of the early fight for women's rights, visit their Time Line page at:

<http://lcweb2.loc.gov/ammem/vfhtml/vfwtl.html>

Pick out what you think is an event that helped the movement and an event that hurt the movement. Then look at the Declaration of Rights and Sentiments, the document voted on at the Seneca Falls convention. What other document does this remind you of? What do you think was the purpose of the document?

The fight for the women's right to vote did not end until the passage of the Nineteenth Amendment in 1920, but leaders of the movement were pushing for that right even in the 1800s. When you look at the Library of Congress Time Line of events, it becomes obvious that the fight was going to be a long one. The first turning point came in 1848 in Seneca Falls, New York. The convention passed the Declaration of Rights and Sentiments. Even looking at the opening section, you should be able to see a similarity between that document and the Declaration of Independence.

Foreign Policy Developments

The final section of this chapter deals with the development of United States foreign policy from 1800 to 1850. Washington's famous Proclamation of Neutrality charted the course of foreign policy for the country. The country had to react to external forces, especially the threats from Europe. Along with this policy, as we have seen, the country also pursued a policy of manifest destiny. To achieve this goal, the nation's leaders sometimes had to modify the policy of neutrality.

HISTORICAL TIDBIT:



Before burning Washington, D.C., the British occupied the House of Representatives and took a mock vote on whether or not to destroy the nation's capital. There was no doubt about the outcome of this vote.

I-MASTER ACTIVITY #26

Visit the "History of the War of 1812" web site at:

<http://www.multied.com/1812/>



Look at the index of the key battles of the war. Explore some of the battles that took place, then look at the treaty ending the war. What was ultimately gained by this war?

ACTIVITY TIP #26

The War of 1812 was one of the most dangerous wars America ever fought. Coming so close after the American Revolution, it gave England the chance to regain its lost territory. Fortunately for the United States, however, the country was able to fight England to a draw. Two of the key events you should look closely at are the American victory led by Andrew Jackson at the Battle of New Orleans and the successful burning of Washington, D.C. by the British. This war was the only time in American history that a country was able to attack the internal borders of the United States. The



account of the attack on Fort McKinley and the writing of "The Star Spangled Banner" by Francis Scott Key gives you an idea of the emotions stirred by this war.

For a firsthand look at the Battle of New Orleans, revisit the "News of Yore" web site at:

http://www.acadiacom.net/will_o/index.html#THEBATTLEOFNEWORLEANS

Read the account and explore the links that describe the burning of Washington, D.C. Why do you think the country adopted "The Star Spangled Banner" as its national anthem?

The key events that illustrate how the nation's leaders modified the policy of neutrality to achieve manifest destiny include:

The War of 1812

This war was fought to establish respect for the United States. Even though we were not prepared to go to war, President Madison signed a declaration of war. Those in favor of the war, called "war hawks," cheered the decision. Some of the battles that took place came very close to reversing the gains the young country had made since it became independent.

The Monroe Doctrine

In 1823 President Monroe realized that Europe posed a threat to their former colonies in Latin America. Through a brilliant move, the issuance of the Monroe Doctrine, Europe was put on notice that North and South America would no longer be "subjects for future colonization." This doctrine established the future policy the United States would follow in Latin America. It also warned Russia that it had no right to pursue areas near Alaska.

The Mexican War

A good example of how manifest destiny caused the United States to move away from Washington's Proclamation of Neutrality was the Mexican War. The treaty with Mexico achieved

the goal of getting a large chunk of territory including California, Nevada, Utah, Arizona, New Mexico, Texas, and parts of Colorado and Wyoming, all for the sum of \$15 million.

HISTORICAL TIDBIT:

After winning the Mexican War, President Taylor ordered William Sherman to explore the newly acquired territory. After he returned, Sherman reported to the president that he believed the land was so useless that the United States should go back to war against Mexico in order to return the land!



I-MASTER ACTIVITY #27

To get a complete picture of the Mexican War visit the "U.S.-Mexican War" home page at:

<http://sunsite.unam.mx/revistas/1847/>

Trace the countdown to war, the northern campaign, New Mexico occupied, California conquered, the central campaign, and the final peace treaty. Why do you think the United States went to war against Mexico?

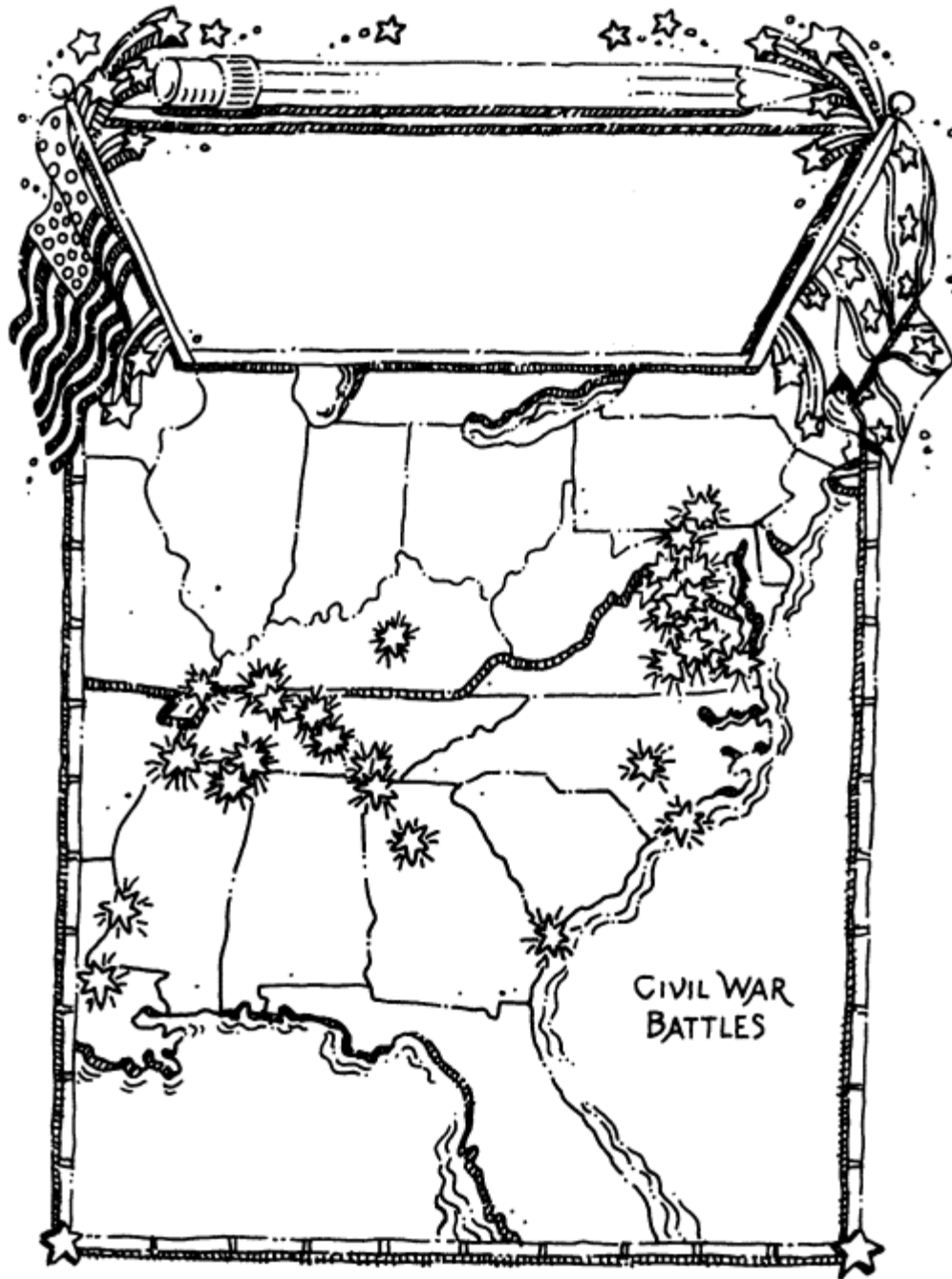


ACTIVITY TIP #27

Another war that was completely different from the War of 1812 was the Mexican War. This war was fought to gain more territory and achieve the goals of manifest destiny. If you trace the battles at the Internet web site devoted to the Mexican War, you will see that it was a relatively easy victory. The result was the acquisition of a large land area.



Chapter Six
Civil War and Reconstruction
(1850-1870)



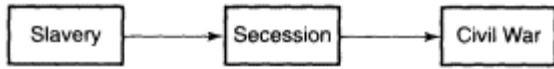
"A house divided against itself cannot stand. I believe this government cannot endure permanently half-slave and half-free."

Abraham Lincoln, 1858

Time Line (1820-1870)

1820	Missouri Compromise	1863	Lincoln issues Emancipation Proclamation, freeing slaves
1831	<i>The Liberator</i> published by William Lloyd Garrison	1863	Battle of Gettysburg halts Lee's drive north, the decisive turning point of Civil War
1837	Frederick Douglass, fugitive slave, given freedom	1864	General William Tecumseh Sherman captures and burns Atlanta; captures Savannah
1841	Supreme Court rules in favor of <i>Amistad</i> slaves	1865	Thirteenth Amendment ratified
1850	Compromise of 1850	1865	Lee surrenders at Appomattox Court House, Virginia
1852	Harriet Beecher Stowe publishes <i>Uncle Tom's Cabin</i>	1865	Lincoln assassinated
1854	Kansas-Nebraska Act	1865	Johnson begins Reconstruction
1857	Bloody Kansas	1866	Fourteenth Amendment ratified
1857	Dred Scott Decision	1868	Impeachment and acquittal of Andrew Johnson
1858	Lincoln-Douglas debates	1868	Ulysses S. Grant elected president
1860	Abraham Lincoln elected president	1870	Fifteenth Amendment ratified
1861	Kansas enters the Union as a free state		
1861	Southern states, eventually numbering 11, form Confederacy		
1861	Civil War begins with Confederate attack on Fort Sumter, South Carolina		

Causes of the Civil War



An excellent Internet resource dealing with the causes of the Civil War can be found at:

<http://members.aol.com/jfepperson/causes.html>

The state of America in the 1850s could be described as having a dual character half-slave and half-free. Sectionalism was a main feature of the country's makeup.



Sectionalism The split character of the United States prior to the Civil War.

Even foreign visitors like Alexis de Tocqueville, a Frenchman who wrote *Democracy in America*, observed the terrible split in the United States between the rich and poor, the North and the South, the free and those in slavery.

The physical geography of the United States in 1850 was characteristic of a nation that had over 23 million people living in 31 states. The eastern part of the country had industry; the Midwest and South were agricultural. In 1849 gold was discovered in California and the rush was on! Typical of the industrial East were textiles, lumber, clothing, machinery, leather, and woolen goods. Shipping also reached its height of

activity. The South based its economy on agriculture, specifically growing tobacco and, most important, cotton. The Midwest began to produce goods for the rest of the country. Inventions such as Eli Whitney's cotton gin and the McCormick reaper increased the capability of farm production.

I-MASTER ACTIVITY #28

Go to the U.S. Census Bureau at:

<http://www.census.gov>



Look on the Internet at comparative census figures for each section of the country as it exists today. Do we still have a sectional quality to our country?

ACTIVITY TIP #28

The Census Bureau has the responsibility of keeping track of population statistics. The Constitution requires that a census be taken every ten years. Once a census is taken, the number of elected representatives to the House is recalculated. If a state loses a certain percentage of its population, its total number of representatives is reduced. Likewise, if a state has a certain increase, it gains seats in the House. If you look at the census site, you will be able to see statistics related to such areas as representation, education, and voting patterns. They all indicate sectional differences.



Slavery was the issue that split the country down the middle. The South resented the North's large profits made from marketing the South's cotton crop. Slavery, described by those who were "politically correct," was called the peculiar institution. As we discussed in previous chapters, sectional lines had been drawn based on the question of slavery. By 1850 the South did not feel responsible for the institution of slavery since it had been a way of life for over 200 years.

Slave Statistics (1860)

Minority of whites held slaves.

46,274 planters owned at least 20 slaves.

More than half of the slaves worked on plantations.

"Poor southern whites" did not own slaves.

The fact remained that northern hatred of slavery was to a large extent due to the treatment of the slaves by their owners.

For a closer look at the first major slave case to get to the Supreme Court, the *Amistad* slave mutiny, visit the "Famous Trials" web site at:

<http://www.law.umkc.edu/faculty/projects/ftrials/amistad/AMISTD.HTM>

I-MASTER EYEWITNESS ACCOUNT:

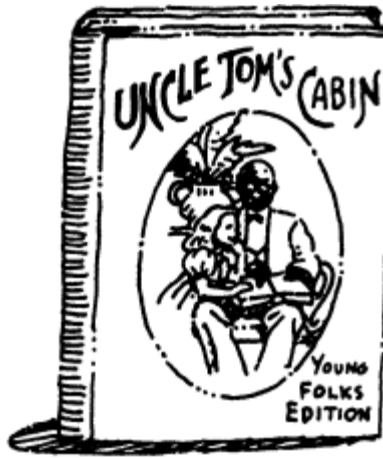
Look at the following eyewitness account. What was Douglass' point of view about why slaves were whipped? Pick out the words that give you a hint.

A mere look, word, or motion a mistake, accident, or want of power are all matters for which a slave may be whipped at any time. Does a slave look dissatisfied? It is said, he has the devil in him, and it must be whipped out. Does he forget to pull off his hat at the approach of a white person? Then he is wanting in reverence, and should be whipped for it.



Source: *Narrative of the Life of Frederick Douglass, An American Slave* (3rd English ed., Leeds, 1846)

After reading the account by Frederick Douglass, the first fugitive slave to be given his freedom, you can see how easy it was for a slave to be whipped. The slightest fault was an excuse for a slave to be punished. Look for the questions that Douglass raises as a clue to the reasons why slaves were treated so brutally.



I-MASTER ACTIVITY #29

Read about slavery in Harriet Beecher Stowe's account found in *Uncle Tom's Cabin* at:

<http://www.litrix.com.uncletom/uncle002.htm>



Read the opening chapter. Find the character Jim Crow midway in the first chapter. Why has Jim Crow been adopted as a negative description of African-Americans?

ACTIVITY TIP #29

Uncle Tom's Cabin was one of the most dramatic fictional accounts ever written about slavery. In fact, many historians point to it as a cause of the Civil War. The character Jim Crow was also introduced in the book. The name was later used to describe laws that were passed in the South that kept the freed slaves separated from whites.



The Catalyst for War

After defeating Mexico in 1847, the United States increased its size by gaining what is now Arizona, Nevada, California, Utah, and parts of New Mexico, Colorado, and Wyoming.

With the discovery of gold in California, new settlers began moving west. The key question: Should slavery be extended into the new territories? The answer to the question came in the form of two pieces of legislation:

The Compromise of 1850



Compromise of 1850 Strict enforcement of Fugitive Slave Act, requiring the return of runaway slaves. California was admitted as a free state. In the new southwest territories, the people were given the right to choose (popular sovereignty).

The Kansas-Nebraska Act in 1854



Kansas-Nebraska Act (1854) Gave people the right to choose whether the new territories were to be free or slave, even though land was located north of the Missouri Compromise; resulted in Bloody Kansas, armed clashes between northerners and southerners in Kansas.

These events preceded one of the most important and shameful but significant Supreme Court decisions, *Dred Scott v. Sanford*. Scott was a slave who had been brought to free territory and then returned by his master to slave territory. With the aid of his owners, he appealed to the courts for his freedom. In 1857 the Supreme Court, dominated by southerners, in an opinion written by Chief Justice Roger Taney declared that Scott was not a citizen and could not argue for his freedom. The most controversial aspect of the decision was that the court declared that slaves were property. The North now knew that the question of slavery could not be settled legally.

Prior to Lincoln's election, other disturbing sectional events signaled the inevitability of civil war. In 1859 John

Brown, a freed slave, led a failed raid on a federal arsenal at Harper's Ferry. His goal was to use the weapons seized and begin a slave revolt. Colonel Robert E. Lee, the soon-to-be leader of the Confederate army, captured Brown after two days of fighting. He was hanged after being convicted for conspiracy and treason. Brown's own words as a slave illustrate his intense hatred of the institution.

I-MASTER EYEWITNESS ACCOUNT:

Look at the following eyewitness account. What would you do if you were John Brown?

I wore the bells and horns, day and night, for three months. Their weight made my head and neck ache dreadfully, especially when I stooped to my work. At night I could not lie down to rest, because the horns prevented my stretching myself, or even curling myself up; so I was obliged to sleep crouching.



Source: *John Brown, Slave Life in Georgia: A Narrative of the Life, Sufferings, and Escape of John Brown, A Fugitive Slave, Now in England* (London, 1855).

John Brown's raid on Harper's Ferry proved to be a catalyst for war. He was arrested, tried, and hanged. When you look at the diary entry, you will see the agony that Brown went through as a slave. It is not surprising that when he escaped, he decided to lead the attack. You must take this suffering into account in deciding what you would have done if you were John Brown.

HISTORICAL TIDBIT:



John Wilkes Booth, Abraham Lincoln's assassin, was one of the soldiers present when John Brown was hanged.

The South Secedes

Events began moving fast. A new politician entered the scene Abraham Lincoln. In 1858 he opposed Stephen A. Douglas (the key sponsor of the Kansas-Nebraska Act) for election to the U.S. Senate from Illinois. In a series of historic debates, Lincoln reinforced one of his central campaign themes, "A house divided against itself cannot stand." By the end of the seventh debate, Lincoln had become a national figure. Even though he lost the election, it was apparent that the country would soon get to know the man from Illinois.

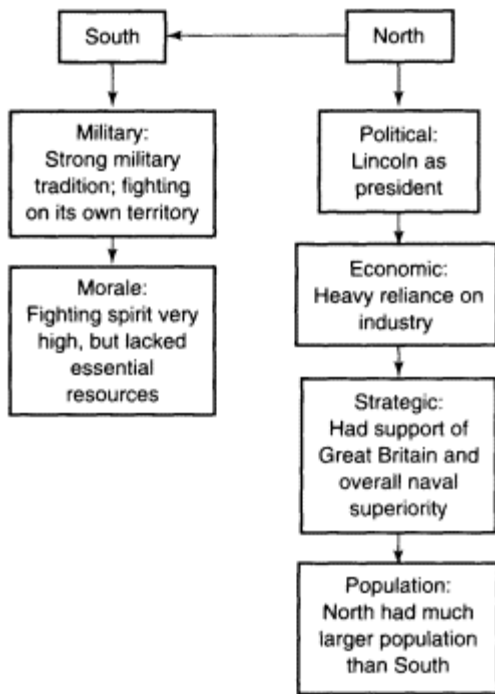


The rematch between Lincoln and Douglas, this time for president of the United States, split the Democratic party as well as the nation. While Lincoln ran as a Republican, the Southern Democrats nominated John C. Breckenridge as their candidate. This split ensured Lincoln's election. The party positions were clear. Lincoln pledged to keep the union together. His party also pledged a higher tariff, another stand that made the South furious. Douglas and Breckenridge differed on key issues. Lincoln won an easy electoral victory, but had only a plurality of the popular votes.

The South Secedes
Following is the order in which states
seceded from the Union:

1. South Carolina	5. Georgia	9. Arkansas
2. Mississippi	6. Louisiana	10. North Carolina
3. Florida	7. Texas	11. Tennessee
4. Alabama	8. Virginia	

Look at the following Mind Map and decide who has the greater advantage, the North or the South?



Relatively speaking, it would appear that both sides had significant advantages. The North certainly had a population, supply, and resource advantage. The South could rely on the fact that most of the fighting was taking place on its home territory. In addition, the South started the war and the people were enthusiastic over the cause. Both sides had some talented generals, though many believed that Robert E. Lee had the edge over any northern military leader.

The War Begins

After Lincoln's election, the South did not even wait for his inauguration before the process of secession began. Starting with South Carolina, seven more states quickly declared their independence from the Union. On March 4, 1861 Lincoln was sworn in as president and quickly declared that the act of secession was illegal, calling it "legally void." A month after he became president, Lincoln refused to give up Fort Sumter in South Carolina and the war began.



HISTORICAL TIDBITS:

Some interesting Civil War facts include:

- West Virginia seceded from Virginia to fight on the side of the Union during the Civil War.
- Contrary to popular belief, the Battle of Antietam was the bloodiest battle of the Civil War. The Union had over 12,000 casualties; the South had over 10,000.
- The first African-American to win the Congressional Medal of Honor was Sergeant William H. Carney, who led his unit at the Battle of Charleston.
- Confederate general Stonewall Jackson was wounded in battle by one of his own men at the Battle of Chancellorsville.



I-MASTER ACTIVITY #30

Look at the Abraham Lincoln biography on the White House web site at:



<http://www.whitehouse.gov/WH/glimpse/presidents/html/presidents.html>

What pressures did Lincoln face as president?

ACTIVITY TIP #30

If you fully explore the biography of Abraham Lincoln, you will find him to be a complex individual. He never really wanted to engage in a fighting war with the South and always believed that the South should have remained in the Union and try to work out its differences with the North. Once the southern states seceded, Lincoln had one goal in mind to reunite the country. Though Lincoln was opposed to slavery, if the South had not seceded, it was doubtful whether Lincoln would have led the forces to abolish slavery. Even with the Emancipation Proclamation, Lincoln, by freeing only the slaves in the Confederacy, was careful not to upset the border states that still allowed slavery. Thus, the pressures Lincoln must have felt were tremendous. When you read the biography of Lincoln and look closely at the web site, this will become even clearer.



To find out more about "Honest Abe," visit the Abraham Lincoln Internet Resources from the Internet "Public Library POTUS" (Presidents of the United States) site at:

<http://www.ipl.org/ref/POTUS/alincnln.html/gwashington.html>

The Battle Lines

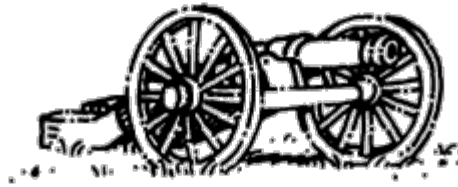
The fight to keep the Union together was marked by major battles.

Battles of 18611862

1. First Manassas (Bull Run)
2. Forts Henry and Donelson
3. Shiloh (Pittsburg's Landing)
4. Shenandoah Valley
5. Seven Days
6. Second Manassas (Bull Run)
7. Antietam (Sharpsburg)
8. Fredericksburg
9. Murphreesboro (Stone's River)

Battles of 1863

1. Chancellorsville
2. Gettysburg
3. Vicksburg
4. Chickamauga
5. Chattanooga



Battles of 18641865

1. Atlanta
2. Wilderness
3. Spotsylvania Courthouse
4. Cold Harbor
5. Sherman's March
6. Franklin
7. Petersburg
8. Nashville
9. Appomattox Campaign

Look at the Internet site, "Outline of the Civil War":

<http://members.tripod.com/~greatamericanhistory/gr02007.htm>

Find out who won each battle and what the casualties were for each side. Then look at the Library of Congress site,

which contains hundreds of photos taken by Matthew Brady, the famous photojournalist, at:

<http://lcweb2.loc.gov/ammem/cwphome.html>

What were your impressions of the battle scenes?

As the bloodiest war in U.S. history, with over 600,000 deaths, the Civil War was marked by battles that sometimes saw cousin fighting cousin. Exploring each individual battle and looking at the battle scenes taken by photographer Matthew Brady, it becomes obvious that this war was one of the most difficult wars the United States ever fought for both sides. The casualties were extremely heavy. In just a few hours at the Battle of Cold Harbor in Virginia, Grant lost over 12,000 men. In Gettysburg, over 4,000 of Lee's men died, and over 24,000 of his troops were wounded or missing. General Sherman in his "march to the sea" in Georgia destroyed the countryside.

As the North became dominant and began to win battle after battle, Lincoln had to struggle with two major decisions: Should he free the slaves? What kind of plan should he develop to bring the nation back together after the war ended?

I-MASTER ACTIVITY #31

You are now the president what would you do about the issues of slavery and unification of the nation?



Look at the Emancipation Proclamation and pick out the key words and phrases that will tell you how and why Lincoln wanted to free the slaves and what his vision was for the Union.

ACTIVITY TIP #31



The Emancipation Proclamation gives you the evidence you need to answer the question about Lincoln's attitude toward slavery and unification. Without a doubt, the proclamation gave the North a psycho-

logical lift. In the South, many slaves fled from their owners. The document itself emphasizes two issues: the freeing of the slaves in the South, and the eventual reunification of the country.

Also visit the National Archives and view the actual document at:

<http://www.nara.gov/exhall/featured-document/eman/emanproc.html>

The Emancipation Proclamation

On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation.



Emancipation Proclamation Document issued by President Lincoln that freed the slaves ONLY in the states that left the Union. The proclamation did not address the issue of the legality of slaves in the North. That issue was decided by the Thirteenth Amendment to the Constitution passed in 1865.

The proclamation did not address the issue of slavery in the North. Lincoln was afraid of the reaction of the border states where slavery was still legal.

The Generals

The two dominant generals fighting the Civil War were Union general Ulysses S. Grant and Confederate general Robert E. Lee. Both were West Point graduates and each led their respective forces to battle. Look at their formal portraits at the Library of Congress Civil War home page at:

<http://lcweb2.loc.gov/ammem/cwphome.html>

What can you tell about each of the generals from these pictures? How do you think Lee felt when he surrendered to Grant at Appomattox on April 9, 1865?

Looking at the photos of the two most famous generals of the Civil War, you can get a sense of the pride each had. Both were West Point graduates and they both had a love for their country. Lee made the difficult decision to become the head of the southern forces and waged a brave battle. At the final moment, when he surrendered at the Appomattox Court House, he had to be feeling a sense of sadness at his failure to win the war.



The End of the War

The largest battle of the Civil War took place in the small Pennsylvania town of Gettysburg. It was a momentous battle, with the Confederates making a heroic effort to turn back the Union forces. The casualties were heavy: Over 3,000 Union soldiers and almost 4,000 Confederate soldiers died and there were more than 20,000 wounded and missing. In one of the most memorable speeches ever given, President Lincoln addressed a crowd in a dedication of the new national cemetery at Gettysburg.

The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that the nation might live. It is altogether fitting and

proper that we should do this. But in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion that we here highly resolve that these dead shall not have died in vain, that this nation under God shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

Read the speech aloud. Then write down your feelings about what Lincoln was trying to accomplish by giving the speech.

Read the speech aloud more than once. Try to get the feeling of what it must have been like speaking after one of the bloodiest battles of the Civil War. The poetic language Lincoln used, especially the famous conclusion, echoes his vision for the future of the nation.

Lincoln's Reelection

In 1864 Lincoln fired General McClellan after the Union loss at Antietam. Lincoln was then elected to a second term as president of the United States. In a dramatic moment during his inauguration he closed his speech with the words that follow:

"With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the

battle, and for his widow and his orphan . . . to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

Look up any of the words in bold that you don't know and decide why Lincoln used those words on the occasion of his inauguration.

As memorable as the Gettysburg Address were the words Lincoln chose at his second inauguration. Even though the war was not over, it was obvious that Lincoln was trying to lay the groundwork for the healing of the nation. He never believed in punishing the South and the speech reinforced that message. Just by reading the highlighted words, you can get an image of what Lincoln was trying to accomplish.

Lincoln's Assassination

Within a month after President Lincoln was inaugurated, he attended the play *Our American Cousin* at Ford's Theatre in Washington, D.C. An angry Confederate soldier, John Wilkes Booth, shot the president as he was sitting with Mrs. Lincoln in the presidential box.

I-MASTER ACTIVITY #32

Read the following dream Lincoln had ten days before he was shot, then write down any dreams you have had that came true. You can get additional information about the day Lincoln was shot by visiting the Lincoln assassination page at:



<http://members.aol.com/rvsnorton/Lincoln.html>

ACTIVITY TIP #32

Dreams are very personal. If you are keeping a journal, write down a dream you remember, then see if it comes true. Most likely your dreams do not come true, but it is one of those historical oddities that



Lincoln told his wife about this dream. Visit Ford's Theatre and find out more about the historic theater at:

<http://www.nps.gov/foth/index2.htm>

Lincoln died the morning after he was shot in the presidential box at Ford's Theatre watching the play *Our American Cousin*. In one of the most bizarre historical stories, Lincoln related the following premonition about an assassination to his wife and friends:

"I could not have been long in bed when I fell into a slumber, for I was weary. I soon began to dream. There seemed to be a death-like stillness about me. Then I heard subdued sobs, as if a number of people were weeping. I thought I left my bed and wandered downstairs. I went from room to room; no living person was in sight, but the same mournful sounds of distress met me as I passed along. Where were all the people who were grieving as if their hearts would break? I was puzzled and alarmed. What could be the meaning of all this? I kept on until I arrived at the East Room, which I entered. There I met with a sickening surprise. Before me was a catafalque, on which rested a corpse wrapped in funeral vestments. Around it were stationed soldiers who were acting as guards; and there was a throng of people, gazing mournfully upon the corpse, whose face was covered, others weeping pitifully. 'Who is dead in the White House?' I demanded of one of the soldiers, 'The President,' was his answer; 'he was killed by an assassin.' I slept no more that night; and although it was only a dream, I have been strangely annoyed by it ever since."

The job of ending the war and uniting the country was thrust upon Lincoln's vice-president, Andrew Johnson. Johnson, a southerner who had remained loyal to the Union after the war began, was selected by Lincoln as a signal that his primary goal was to reunite the country after the war ended. The end came at Appomattox Courthouse in 1865 where Lee surrendered to Grant. Even before the peace, there were

strong hints that the process known as Reconstruction would be a difficult one.



Reconstruction The plan and terms adopted by Congress at the end of the Civil War to bring the southern states back into the Union.

Reconstruction

The competing plans of Andrew Johnson and Congress eventually led to the impeachment of the president.



Impeachment The process that is used to place on trial the president and other government officials. It is defined in the Constitution as "high crimes and misdemeanors."

Even though Johnson was impeached, the Senate and the Radical Republicans who supported Johnson's conviction failed to convict him by only one vote and he was able to finish his term of office. Visit the Andrew Johnson web site, where you can view articles and photos, at:

<http://www.impeach-andrewjohnson.com/>



Radical Republicans Congressional Republicans who favored a harsh plan of Reconstruction and were behind the attempts to impeach Andrew Johnson.

Look at the following outline of Reconstruction:

Reconstruction

I. Issues

- A. Civil Rights of Black Citizens
- B. Treatment of Ex-Confederate Soldiers
- C. Readmission of former Confederate states

II. Goals of Reconstruction

- A. Lincoln wanted a plan that would not punish the South
- B. Many northern politicians wanted to protect the slaves
- C. Johnson favored a plan similar to Lincoln's
- D. Congress wanted to control the plan and the Radical Republicans believed that the South should be treated harshly.

III. Results of Reconstruction

- A. Passage of Freedman's Bureau
- B. Adoption of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- C. Military Reconstruction Act
- D. Carpetbaggers and Scalawags
- E. General Amnesty for the South
- F. Passage of Jim Crow Laws and Black Codes

Draw a Mind Map that illustrates the outline. Then write a short paragraph answering: "What was Reconstruction?"

In devising your own Mind Map, you must understand the definitions of Reconstruction terms, then you should build from the outline a series of boxes that contain each of the major Roman numeral issues. From those boxes, you should draw more specific boxes from the capital letter examples.

Reconstruction terms that will help you write an essay:



Freedman's Bureau Government agency that provided civil rights services for the freed slaves.



Military Reconstruction Act Formal law establishing military districts for the South during Reconstruction.

Thirteenth, Fourteenth, and Fifteenth Amendments

Thirteenth Freed the slaves.



Fourteenth Made the freed slaves citizens and gave them all rights guaranteed to citizens.

Fifteenth Gave freed slaves the right to vote.



Carpetbagger Name given by the South to northerners who came to the South after the Civil War with bag in hand and took advantage of the freed slaves.



Scalawags Negative name given to southerners who cooperated with the Reconstruction plans of the Radical Republicans.



Jim Crow Laws Laws passed by southern states that discriminated against the freed slaves and created separate facilities for blacks and whites.

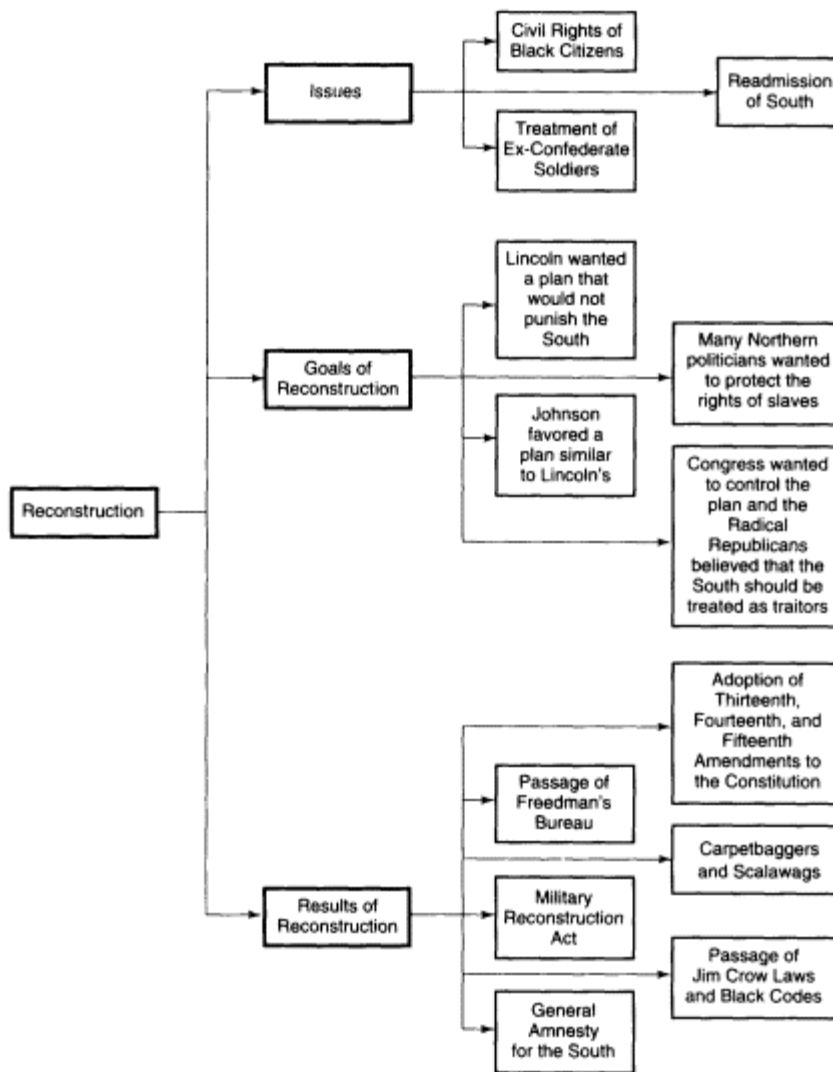


Black Codes Practices established by the South after the Civil War to restrict the freedom of blacks.

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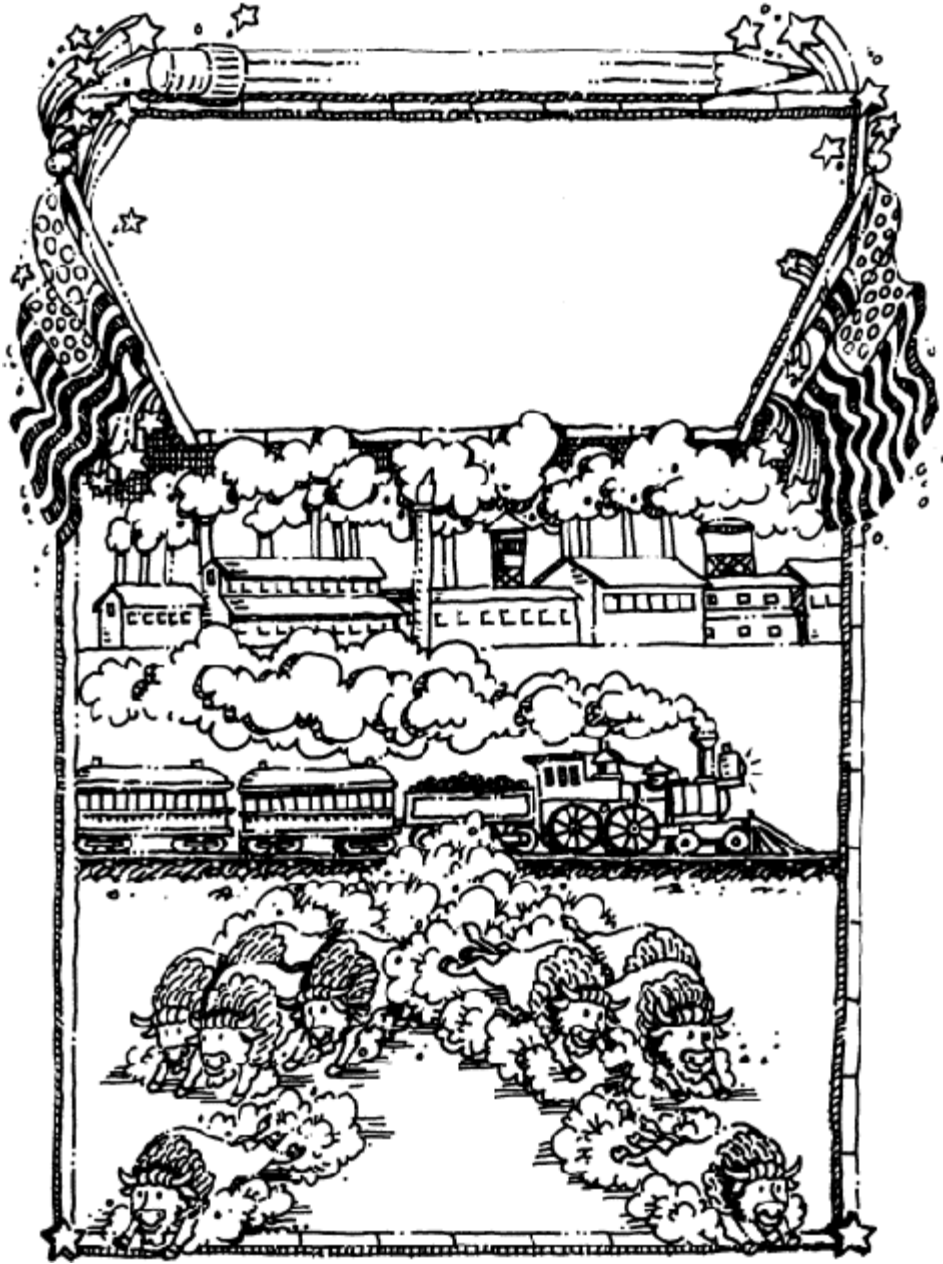
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A Final Word about the Civil War and Reconstruction

Perhaps the most turbulent time in American History, the Civil War and its aftermath, known as Reconstruction, completed the first cycle of America's existence. The Constitution was tested and it survived. A great president was elected to ensure the peace and he died a violent death. The nation attempted to reunite, giving its freed citizens equal protection under the law, but the South was able to create a society that they called "separate but equal," their politically correct term for segregation. Technically, the era of Reconstruction ended in 1872 when Congress passed the Amnesty Act, which restored full political rights to former Confederate officials. In the next chapter, we will look more closely at the presidency of Ulysses S. Grant, who guided the nation during this difficult period.

Chapter Seven
The Industrial Development of the United States
(1868-1898)



"Give me your tired, your poor, your huddled masses yearning to breathe free."
Emma Lazarus, "The New Colossus," inscription for the Statue of Liberty.

Time Line (1868-1896)

1868Ulysses S. Grant elected president	1885Washington Monument dedicated
1869Elizabeth Cady Stanton elected president of National Woman Suffrage Association	1886Haymarket Square Riot
1869Transcontinental Railroad completed at Promontory Point, Utah	1886American Federation of Labor founded
1870Fifteenth Amendment ratified	1886Statue of Liberty completed
1871First black members of Congress elected	1888William Henry Harrison elected president
1872Grant reelected	1890Frontier closed
1874Women's Christian Temperance Union formed	1890Wounded Knee massacre
1876Rutherford B. Hayes elected president	1890Sherman Antitrust Act passed
1876Bell invents telephone	1892Homestead strike
1876Battle of Little Big Horn	1892Cleveland defeats Harrison
1877Reconstruction officially ends	1892Ellis Island named official receiving station for immigrants
1879Edison invents electric lamp	1894Pullman strike and general railway strike
1880James A. Garfield elected president	1896Plessy v Ferguson establishes separate but equal doctrine
1881Garfield assassinated; Chester A. Arthur becomes new president	1896William McKinley elected president
1881Standard Oil creates first trust	1896Large influx of eastern and southern European immigrants
1884Grover Cleveland elected president	1896McKinley reelected

The Rise of Industry

Now that the country was back on its feet, a new era of industrial development began. Historians have given it the name The Gilded Age.



The Gilded Age The era following Reconstruction characterized by:

- wealth
- the rise of industrial giants

Its impact on all segments of the nation was significant. New industrial leaders, called Captains of Industry, gave birth to large corporations.



Captains of Industry The leaders of the newly formed industries such as Rockefeller's Standard Oil and Carnegie's Steel Co.

Some people called these new industrial giants robber barons.



Robber Barons Negative name for those captains of industry who used their wealth to hurt the poor or to destroy smaller competitors.

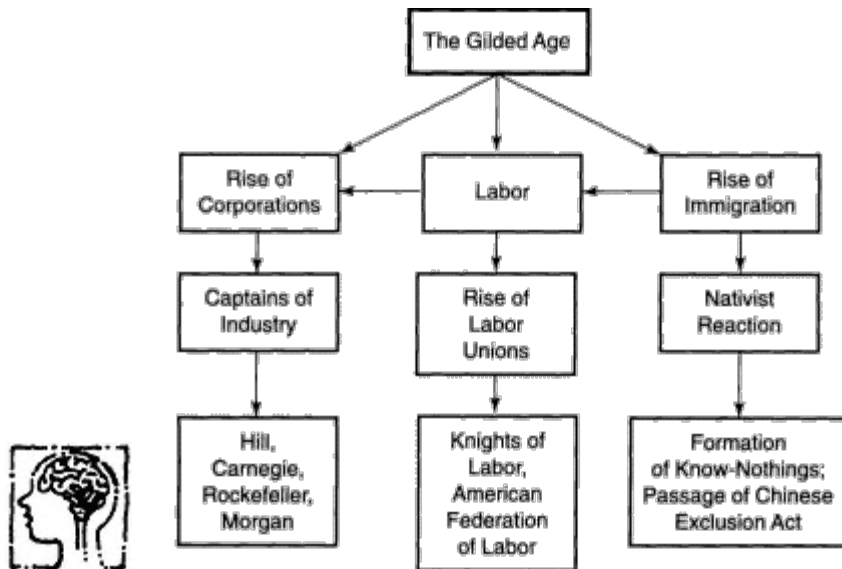
There arose a need for labor to support these new factories. Laborers began to organize and labor unions were formed. Cheap labor was needed to help build the railroads used to transport the goods made by the new industries and the farm products grown. Where was the labor from? From immigrants. The most dramatic period of immigration took place during this time period, but with this immigration, came a negative reaction from nativists.



Nativist The people living in the United States the longest who resented the newly arrived immigrants and pushed for laws to restrict future immigration. A political party called the Know-Nothings supported this position.

This chapter will explore the interrelationship of these features. I-MASTER will also take you to the closing of the West and examine what happened to the Indians who lived there.

Look at the definitions, the Time Line of events at the beginning of the chapter, and the Gilded Age Mind Map.



See if you can predict what some of the issues facing the country were during this time period.

CHAPTER FLASHBACK:



At the end of the last chapter, I-MASTER spoke about the Reconstruction of the country after the Civil War. A new president, Ulysses S. Grant, became the president responsible for completing the plan passed by Congress.

The definitions, Time Line, and Mind Map should suggest to you the themes of this chapter:

- The rise of industry
- The rise of labor
- The rise of immigration

The issues related to these themes include

1. what will happen to smaller industries when big corporations take over
2. what workers will do to get better working conditions
3. the impact of immigration on the country
4. the closing of the West and the status of Native Americans

I-MASTER ACTIVITY #33

Let's take a look at Ulysses S. Grant by visiting a web site that chronicles his presidency at:

<http://saints.css.edu/mkelsey/granthist4.html>

or the "official Ulysses S. Grant home page" at:

<http://www.mscomm.com/-ulysses/>



Look at the above web sites and evaluate President Grant's two terms as president. Pick out the key events that are related to Reconstruction.

ACTIVITY TIP #33



Even though most historians look at Grant as a mediocre president, it is interesting to note that the bulk of Reconstruction took place under his presidency. The ratification of the Fifteenth Amendment, giving

the freed slaves the right to vote, and the Amnesty Act, which pretty much normalized relations with the South, were both passed during Grant's administration. He also signed the first Civil Rights Act following the ratification of the Fourteenth Amendment. And he was angered by the formation of the Ku Klux Klan, white racists wearing hoods, burning crosses, and who took pride in beating and killing blacks, Jews, and other minorities. In 1872 Grant pursued their prosecution, sending a strong message.



HISTORICAL TIDBIT:



Since Grant was familiar with the way things were done in the army, he brought to the White House a number of his military staff when he became president.

Unfortunately for Grant, a major scandal called the Crédit Mobilier affair hurt his presidency.



Crédit Mobilier Affair A political scandal that took place during Grant's presidency in which congressmen and the vice-president were bribed to overlook the illegal practices of the railroad industry.

However, by the time he left office, the country was poised to start a new chapter in its growth.

The Rise of Corporations

Without a doubt, the major influence during the Gilded Age came about as a result of the rise of big corporations, driven by individuals who accumulated large sums of money and were able to destroy their competition. It started with the growth of the railroads and ended with industries forming monopolies and trusts.



Monopoly The combination of similar industries resulting in the elimination of competition within that industry; also called trusts and combinations.

I-MASTER wants you to explore the transformation of the country by visiting the web site devoted to the "Age of Industry" at:

<http://history.evansville.net/industry.html>

Focus your attention on the following areas at the web site devoted to tracing the Age of Industry:

Introduction

History

Textiles

Agriculture

Transportation

Communication

Find within each area one inventor who had an impact on the industrialization of the United States. Read the biography and think about what qualities it takes to become an inventor.

As you navigate the page, you will see highlighted links in each of the major categories. Some of the significant inventors you could look at include:

Textile IndustryEli Whitney
AgricultureCyrus McCormick
TransportationHenry Ford
CommunicationAlexander G. Bell

After reading the short biographies, you will be able to come up with the qualities these inventors had in common.

Captains of Industry

Beyond the inventors, you should also look at the dominant industrial leaders whom we have previously described as captains of industry, namely Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt. Let's look at each of these individuals. Then I-MASTER will send you on a journey to look at their accomplishments.

Andrew Carnegie came to this country as a Scottish immigrant at the age of 12. He first worked in a cotton factory and then on a railroad. Before he was 30 years old, he had already made investments that returned large sums of money. By 1865 he focused his attention on the iron industry and in 1875 he built a steel mill in Pittsburgh, Pennsylvania. Because of the size of his industry, he teamed up with the railroads, received favorable rates, and soon dominated the entire industry. Before he retired, in the 1890s, he merged his holdings with smaller steel companies and became a very wealthy man. At that point he decided to donate some of the money he made to charity. This is called philanthropy.



Carnegie's achievements have been chronicled on two outstanding web sites. Public Broadcasting System's "American Experience" program on Carnegie has an accompanying site at:

<http://www.pbs.org/wgbh/pages/amex/carnegie/>

The Carnegie Corporation of New York has a site devoted to his philanthropy at:

<http://www.carnegie.org/philanth.htm>

Visit the PBS site and using your I-MASTER skills, decide whether you would call Carnegie a captain of industry or a robber baron.

At the Carnegie Corporation site read about how Carnegie gave away his money to charity, then explain why he was called a philanthropist.

Looking at Carnegie's life, it should become obvious that he could be characterized as both a captain of industry and a robber baron. Certainly, the manner in which he dominated the steel industry made him a captain; from the perspective of his workers, he also could be viewed as a robber baron. He was called a philanthropist because of the large sums of money he gave away. Just think about the number of contemporary things named after him: Carnegie Hall in New York City and the Carnegie Foundation, to name just two.

John D. Rockefeller was the founder of Standard Oil Company. He received his business training as a youngster, buying candy at low prices and reselling it to his classmates for a profit. While a teenager, he worked as an accountant for a grocer and impressed his employer with his ability. He had the feeling that oil was going to be one of our most important resources and

quickly got involved in the refining of the product. Once he started Standard Oil, he was able to use the profits and expand the business until it became a virtual monopoly. He achieved huge wealth and, like Carnegie, gave away huge sums to charity.

There is an interesting debate on who gave away more of his money, Carnegie or Rockefeller. Revisit the PBS Carnegie web site at:

<http://www.pbs.org/wgbh/pages/amex/carnegie/>

Then go to the link "Philanthropy 101." Click on to the link "Carnegie versus Rockefeller" and decide who was the bigger philanthropist. According to the chart on the PBS site, Carnegie gave away almost three times more of his money than Rockefeller did.

I-MASTER ACTIVITY #34

Visit the John D. Rockefeller web site at:



<http://www.micheloud.com/FXM/SO/jdr.htm>

Then look at the photos of Rockefeller. What can you tell about him just from the way he dressed?

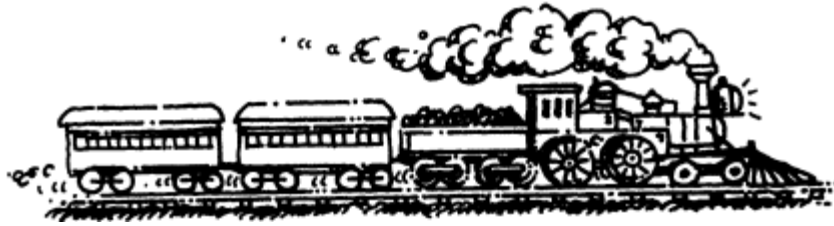
ACTIVITY TIP #34

Looking at the photos of Rockefeller, you should get the impression that he was a very private individual who, through the way he dressed, projected an image of pride in what he did. The top hat and suit are clues, and he certainly could be viewed as a man of wealth from these pictures.



Cornelius Vanderbilt was king of the railroad industry. He combined 13 railroads in the 1860s, creating a single line connecting New York City and Buffalo. Over the next ten years, he also obtained other lines that went to Chicago, Illinois, and Detroit, Michigan, and the New York Central line. Through these acquisitions Vanderbilt became one of a select

group controlling the transportation system of the United States. As a result of the growth of the railroads, small towns grew into large cities and factories sprang up in these new hubs. Vanderbilt accumulated large profits from his business and, to a large extent, became the symbol of what is called the Gilded Age.



HISTORICAL TIDBIT:



The Vanderbilts built a burial tomb in Staten Island that cost over a million dollars and was looked after by a full-time watchman.

One of the ways to really see how these great industrialists lived is to visit their homes. Many of them had summer homes in Newport, Rhode Island. The Vanderbilt mansion, The Breakers, is particularly impressive. Visit that home and other mansions at the "Newport Mansions" web site at:

<http://www.NewportMansions.org/>

Click on to "Visit the Great Newport Mansions" link and start your tour at The Breakers. After looking at the pictures of these homes, explain why this era was called the Gilded Age.

HISTORICAL TIDBIT:



Some of the extravagances of the time included a dinner held in honor of a dog that was given a diamond collar. Not to be outdone, men had holes drilled into their teeth so they could have diamonds placed in them.

The Rise of the American Labor Movement

The history of labor parallels the rise of industry in America, except that, instead of reaping the profits made by big business, the workers generally endured low wages, long hours, and terrible working conditions. It was even worse for women and children. When the nation was hit by poor economic times, the workers suffered more. Added to this was the fact that there was a large immigrant pool of over 18 million between 1880 and 1910. This, along with improved technology, reduced the need for unskilled workers.

One of the interesting theories that contributed to this dilemma was that, given the fact that the United States government pursued a laissez-faire capitalism policy, businesses were able to pursue their own interests without fear of government regulation.



Laissez-faire A hands-off policy adopted by the government regarding the regulation of business.

Add to this the fact that most big business leaders felt that Social Darwinism should be the driving force behind their success and you should be able to see why the workers felt they were not receiving their fair share.



Social Darwinism A theory proposed by John D. Rockefeller that supports the idea that businesses should be able to evolve without government regulation; then the strongest of them would survive.

Unions and the Call to Strike

So what should the worker do? In one word organize. Groups of unskilled workers got together and in 1869 formed the first labor union, called the Knights of Labor. The union was open to all workers, including blacks, women, and farmers. At their peak they had over a half-million workers and successfully challenged one of the captains of industry Jay Gould. However, the union could not maintain its strength and was taken over by a new union led by Samuel Gompers, called the American Federation of Labor (AFL). This was a union only open to skilled workers. It had very simple goals:

- increase wages
- reduce the number of working hours
- improve working conditions

Visit Hewitt's Labor page at:

<http://www.davison.k12.mi.us/academic/hewitt8.htm>

This page gives you an interesting and complete description of the history of the early labor movement through a link to a chronology of labor history. Look at the Time Line and pick out some of the events that describe the problems workers faced, then read the biography of Samuel Gompers and explain why he was able to succeed where the Knights of Labor failed.

The chronology makes it obvious that labor faced difficult times in its early stages. As you scroll down the list, you see that, for the most part, protests and strikes did not accomplish the goals of lower wages and better working conditions. In some cases, protests led to injuries and even death. The coal mining laborers known as the Molly Maguires were

hanged after protesting in 1877. Looking at the biography of Samuel Gompers, you should realize that he had a vision that unskilled workers would be in a weaker position than skilled workers; therefore, he organized only skilled workers into the American Federation of Labor. Eventually, this group merged with another labor organization known as the Congress of Industrial Organization (CIO) to become the largest labor union the AFL-CIO.

Let's get a complete understanding of what it was like working in one of these factories.

I-MASTER ACTIVITY #35

Return to the PBS Carnegie site and go directly to life at the steel mill at:

<http://www.pbs.org/wgbh/pages/amex/carnegie/milltour/>

Here you will not only be able to read about what life was like, but if you have audio capabilities on your computer, you will be able to listen to eyewitness accounts of life at a steel mill. After listening to the account or reading the transcript, what was your impression of life at a steel mill?



ACTIVITY TIP #35

Life in one of Carnegie's mills was very hard. To get the facts, you have to scroll down to the interview with steel worker Bill Rogel. According to Mr. Rogel, even in the middle of the summer, workers had to wear heavy clothing and still work near the very hot steel. And if workers made the mistake of wearing jewelry, it could burn right into their skin.



The only real tool the labor unions had against the abuses of big business was the strike. Some of the most violent strikes took place during this time period. They included:

The Great Rail Strike of 1877

Workers were upset that the railroad owners were cutting their pay so a strike was called and workers from Baltimore to Pittsburgh left their jobs. Violence between the striking

workers and the Pennsylvania state militia broke out. President Rutherford B. Hayes finally sent in federal troops and the strike ended.

The Haymarket Square Riot (1886)

An unidentified individual threw a bomb into a labor meeting that had been called to discuss the strike that was taking place at the McCormick Harvester Company in Chicago. Nine people were killed and over 50 were injured.

The Homestead Steel Works Strike (1892)

Workers at Carnegie's Pittsburgh plant struck over wages, hours, and working conditions. Carnegie's business partner called out the Pinkerton detectives and fighting broke out between the workers and the private detectives. Many were killed and injured on both sides.

The Pullman Railroad Strike (1894)

Led by Eugene V. Debs against the Pullman Railroad, this strike spread across the nation as other railroad workers refused to work in a show of support. President Grover Cleveland was forced to send out federal troops to break the strike because the U.S. mails were delayed.

Let's take a closer look at the Homestead strike by returning to the PBS Carnegie site at:

<http://www.pbs.org/wgbh/pages/amex/carnegie/horrors.html>

Read the description of the strike, the letters printed about it, a description of the Pinkerton detectives, and the public reaction to Carnegie. Why was this strike such a black eye for both labor and Carnegie?

The Homestead strike was one of the most violent in labor history. If you follow the links, you will see that both the labor union and Carnegie would not compromise. The use of the Pinkerton detectives and their strong-arm tactics created a situation in which violence was almost inevitable. Carnegie was viewed by labor as a Judas, while the public at large was also critical of the fact that the workers had to resort to a strike, rather than work things out.

Labor did not begin to see any real government regulation until the reform movement of the early 1900s took hold. However, there were two measures passed by Congress and signed into law that signaled to the captains of industry that the government would step in to break up monopolies. The Interstate Commerce Act (1887), established the Interstate Commerce Commission and put railroads on notice that if they were involved in activities that went beyond the border of one state, they could be regulated. Also, the passage of the Sherman Antitrust Act in 1890 defined a monopoly as a "restraint of trade" and made monopolies illegal. Read more about this in Chapter Eight.

The Rise of Immigration

The story of the immigrant experience should touch each of us. Unless you are of Native American ancestry, somewhere in your family tree, there is a person who immigrated to America.

I-MASTER ACTIVITY #36

The fancy name for discovering who your ancestors were is called "genealogy." Check out the web site



"Onlinegenealogy" for a step-by-step way of discovering your family history:

<http://www.onlinegenealogy.com>

ACTIVITY TIP #36

The search for one's family roots is as old as the family itself. By using the form provided by "Onlinegenealogy" and following the directions it provides, you can begin the process of building your family tree. In addition, talk to your parents and



grandparents and see how far back they can go tracing where their relatives came from. Compare your findings with your friends.

Immigrants came to this country for a variety of reasons: social, economic, and political. Remember that the first colonists who came from England left there for religious reasons. The Irish came in the 1840s because of a potato famine, and many people came from Russia to escape the tyranny of the Czar.

In many cases, the people living outside the United States had a vision that the streets here were paved with gold, and this perception was advanced many times when former countrymen returned with the stories that they told.

I-MASTER EYEWITNESS ACCOUNT:



For every immigrant who came to this country, there was a story of hope and prayer. The entry point for immigrants arriving on the East Coast was Ellis Island in New York. The island was the central repository for arriving immigrants and the first site most immigrants saw as they entered New York harbor was the Statue of Liberty.

How would you feel about arriving in America at Ellis Island?

First-person immigrant accounts provide an interesting source explaining why immigrants chose to leave their homeland. In the case of Chinese immigrant Lee Chew, it was hearing from a villager who had left to go to America as a young boy; when he returned, he was much wealthier than the rest of the villagers. It supported the idea that the streets of America were paved with gold. But don't forget that there were really serious reasons for immigrants choosing to leave their homeland. From the 1840s to 1880s Germans left because there was an economic depression and political tyranny in their country. In the 1870s and 1900s Scandinavian immigrants left because of economic hardship in Denmark, Sweden, Norway, and Finland. From the 1880s to the 1920s Italian immigrants left



Italy because of economic hardship. During the same period, Jews from Eastern Europe came to America to escape political oppression and religious persecution. There was also the Asian migration to the West Coast during the height of immigration, between 1888 and 1920.

I-MASTER ACTIVITY #37

Imagine that you wanted to come to the United States. What would be awaiting you as you entered the country? Visit the History Channel's site, which explores the immigrant's experience at Ellis Island at:

<http://www.historychannel.com/ellisland/index2.html>



Follow the index links and complete your journey through Ellis Island and your entry into the United States of America. What obstacles did you face?

ACTIVITY TIP #37

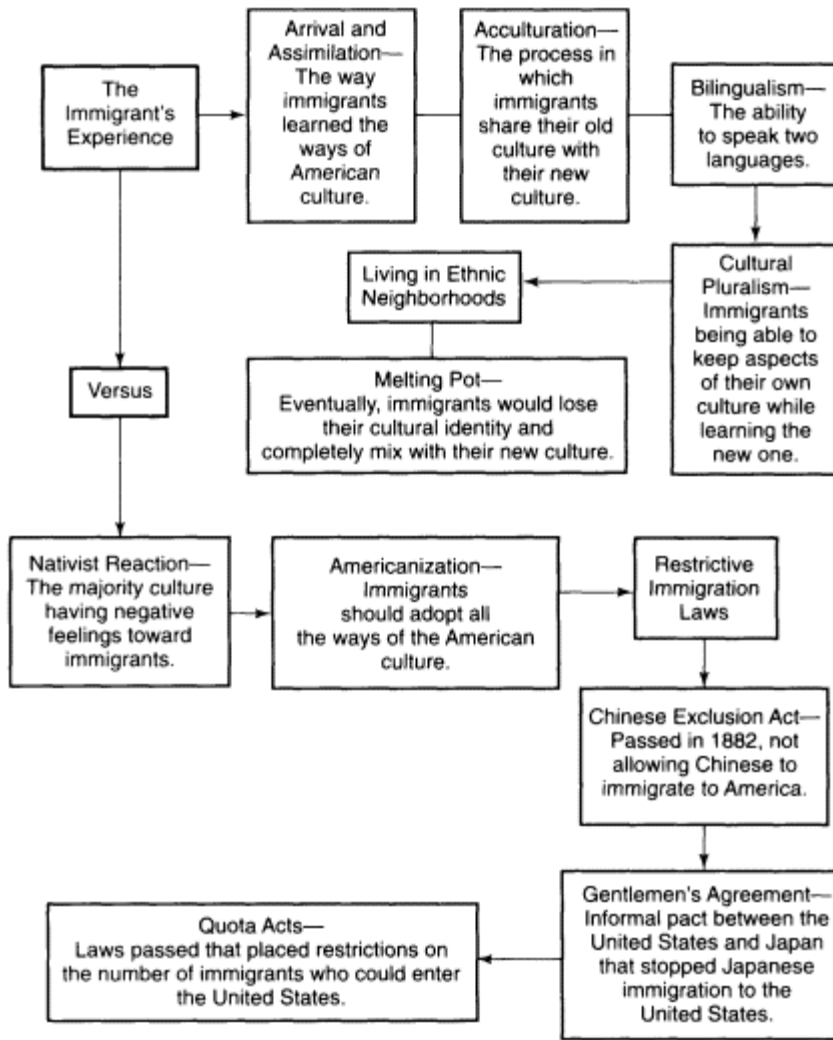
The History Channel's web site provides you with an interactive experience in reliving the immigrant experience. Follow the links, fill out the forms, and you will see whether or not you will be admitted to the country. Along with the questions, you will also gain valuable information through the video and audio excerpts of immigrants themselves. To get a contemporary perspective, take a tour of the museum at Ellis Island. Look for your relatives at the Wall of Honor. For two other perspectives about Ellis Island, visit the official home page of Ellis Island at:

<http://www.ellisland.org/>



There you will be able to visit the museum that is currently located on the island and you will also be able to see if your relatives are inscribed on the Immigrant's Wall of Honor.

Common problems were faced by immigrants after they arrived in America. Take a look at the immigration Mind Map to get a complete understanding of the obstacles facing immigrants.



Guess which side wins out the successful assimilation and eventual melting pot of the immigrant, or nativists succeeding in putting a halt to immigration.

The basic question regarding the issue of immigration and it still is posed today is whether the words from Emma

Lazarus's poem found at the beginning of this chapter, "*Give us your tired, your poor, your huddled masses . . .*" is accepted by the people and government of the United States. If you look at the immigration Mind Map, and understand the definitions of terms related to the topic, you should see that the answer to the question is a difficult one. On the one hand, since the vast majority of us are immigrants, we don't want to deprive new immigrants from having the same opportunities as our relatives had. On the other hand, there are limited resources this country can provide, and many people feel that the number of illegal aliens has also been on the rise.

Once the immigrant settled in the new country, the most important accomplishment was getting a job. Because of the need for cheap labor, Chinese immigrants were used to build the transcontinental railroad. Other immigrant groups were hired to work in factories. Most immigrants also settled in the cities and, as a result, cities began to take on a life of their own. To get a complete picture of immigration patterns visit the U.S. Census site at:

<http://www.census.gov>

There you will be able to trace immigration patterns and see when immigrants came to the United States and where they settled.

The Fate of the Indians and the Closing of the West

As the Indians were pushed further and further west, increasingly there were conflicts between many of the tribes and the pioneers moving to the lands opened up by the government. Some of the more notable encounters took place with the Sioux of the Northern Plains and the Apache of the Southwest. Indian leaders, such as Red Cloud and Crazy

Horse, waged an all-out war with the cavalry and white settlers. In retaliation, and for sport, the whites hunted one of the Indian's most important resources, the buffalo. The government passed laws restricting the tribes to reservations.

The encounter that illustrates the bitter confrontation between the two forces took place in 1876 when the Sioux war reached its peak. After the Dakota gold rush ushered in an influx of miners, the cavalry was given orders to keep the miners off Sioux hunting grounds; however, nothing was done to protect the Indian land itself. The Sioux attacked and the army, led by General George Custer, moved in at Little Big Horn. His unit was wiped out. Then in the celebration at Wounded Knee, the Sioux were attacked and hundreds died including men and women.



I-MASTER ACTIVITY #38

The web site "George A. Custer and the Battle of Little Big Horn" at:

<http://www.pbs.org/weta/thewest/wpages/wpgs660/bighorn.htm>



provides many resources that explain the battle and give eyewitness accounts. Search the site for photos of the battles and explain whether you feel there could have been a compromise between the two sides.

ACTIVITY TIP #38



Custer's Last Stand was one of the saddest events in the relations between the United States and the Native American tribes. The web site devoted to Custer's life and the battle is "chock full" of eyewitness accounts as well as historical documentation. After looking at

some of these links, you should be able to reach a conclusion regarding the question. Unfortunately, the battle did not end the hostilities between the two sides, and, very shortly thereafter, the massacre at Wounded Knee occurred.

HISTORICAL TIDBIT:



Custer led his troops at Little Big Horn even though his superiors had ordered him not to go there.

Two other events reflect the sad history of the Native Americans. After Little Big Horn, the last of the great Apache chiefs, Geronimo, waged wars in the Southwest. He was captured in 1885. The Dawes Act, passed in 1887, attempted to make the government more responsible about the treatment of Indians. As well intentioned as the law was, Native American land was still seized and tribal culture was not honored.

As the Native Americans were being pushed into reservations, the West itself was shrinking. The California gold rush in the 1840s, the Oregon settlement in the 1870s, and the move to settle in the Southwest resulted in the closing of the frontier.

A new American character emerged shaped by the West. By the time California was settled, the final frontier had been reached.

Now let's look at the presidents who led this country during the Gilded Age. As you come across their names on the Time Line, look them up on the Internet Public Library's "POTUS" site at:

<http://www.ipl.org/ref/POTUS/>

and create your own "historical tidbit" chronicle for each of these presidents by discovering one interesting fact about them.

Each of the presidents contributed greatly to this time period. Some of the facts you could find out by exploring the site include:

Rutherford Birchard Hayes (1877-1881) He was named the "dark horse" president, because even though his opponent won a majority of the popular votes, he won a majority of the electoral votes.

James Abram Garfield (1881) He was assassinated by an unhappy government worker who felt that he deserved a better position.

Chester Alan Arthur (1881-1885) Because he took over the presidency after Garfield's assassination, Arthur never delivered a formal inaugural address.

Grover Cleveland (1885-1889 and 1893-1897) He was the only president to be elected for two *nonconsecutive* terms.

Chapter Eight
The Emergence of Modern America
(1898-1929)



"Intellectually I know that America is no better than any other country; emotionally I know she is better than every other country."
author Sinclair Lewis

Time Line (1898-1929)

1898 Battleship <i>Maine</i> explodes in Havana Harbor	1913 Panama Canal completed
1898 Spanish-American War begins	1914 World War I begins
1898 Annexation of Hawaii	1914 United States declares neutrality
	1915 <i>Lusitania</i> sunk by German submarine
1898 Treaty ends Spanish-American War	1916 Woodrow Wilson reelected president
1899 United States acquires Puerto Rico and Guam	1917 The United States enters World War I
1899 Cuba becomes U.S. territory	1917 Eighteenth Amendment ratified
1900 William McKinley reelected president	1918 Wilson announces Fourteen Points
1901 McKinley assassinated; Theodore Roosevelt becomes president	1918 World War I ends
1902 Philippines become U.S. territory	1919 Treaty of Versailles signed
1902 United States gives Cuba independence	1919 Senate rejects Treaty of Versailles
1903 Panama Canal treaty passed	1919 Nineteenth Amendment ratified
1904 Theodore Roosevelt elected president	1920 Sacco-Vanzetti trial
1905 <i>The Jungle</i> published	1920 Warren Harding elected president
1906 Pure Food and Drug Act passed	1921 Restrictive immigration law passed
1908 William Howard Taft elected president	1921 Ku Klux Klan on the rise
1909 National Association for the Advancement of Colored People (NAACP) formed	1922 Teapot Dome scandal
1912 Woodrow Wilson elected president	1923 Harding dies in office; Coolidge becomes new president
1913 Sixteenth Amendment ratified	1924 Coolidge reelected president
1913 Seventeenth Amendment ratified	1925 Scopes Monkey Trial
1913 Ford sets up first automobile assembly line	1927 Lindbergh flies solo across the Atlantic
	1928 Herbert Hoover elected president
	1929 Stock Market crashes

The Progressive Movement

The Causes

The Progressive Movement, unparalleled in American history, brought about significant social, economic, and political changes from 1900 to the outbreak of World War I.

CHAPTER FLASHBACK:

In the last chapter I-MASTER looked at the causes and consequences of an American nation that increased its industrial output. We spoke of captains of industry and robber barons, and we looked at why this nation struggled with the fact that even though we were a nation on the move, there still were serious problems to deal with.



Let's review some of these problems:

- the rise of monopolies and the abuses brought about by the industrialization of the United States after the Civil War
- the growth of cities stemming from the Industrial Revolution
- monopolies created by Rockefeller, Swift, Carnegie, and other industrial barons
- poor living conditions in cities
- conflict between business and labor unions
- abuse of child labor and women

The key word that describes the new era in American history, the progressive era, is reform.



The Progressive EraThe time in America from 1898 to 1918 when political, social, and economic reform resulted in progress in those institutions of American life.

But don't forget that this country had a history of reform movements that occurred in the United States during the nineteenth century such as:

the abolitionist movement

the women's suffrage movement

the temperance movement, advocating the prohibition of alcohol

Civil Service Reform motivated by the assassination of President Garfield.

The Granger movement which led to the rise of the Populist party in the 1880s.



The Granger Movement Organized by farmers who objected to high railroad rates. They pressured state lawmakers to pass laws regulating these rates. These laws were called Granger laws.



The Populist Party Founded in 1890 as an outgrowth of the Granger Movement, this third political party believed in reform of the political, economic, and social institutions of this country.

Specifically, the party developed a platform, or statement of beliefs, that favored:

- an income tax that would tax the people who made more money at a higher rate than those who earned lower income, called a *graduated income tax*
- government ownership of railroads
- direct election of senators
- the passage of laws that would create an eight-hour workday
- state laws that would reform the political process by allowing the initiative, referendum, and recall.

Initiative, Referendum, and Recall

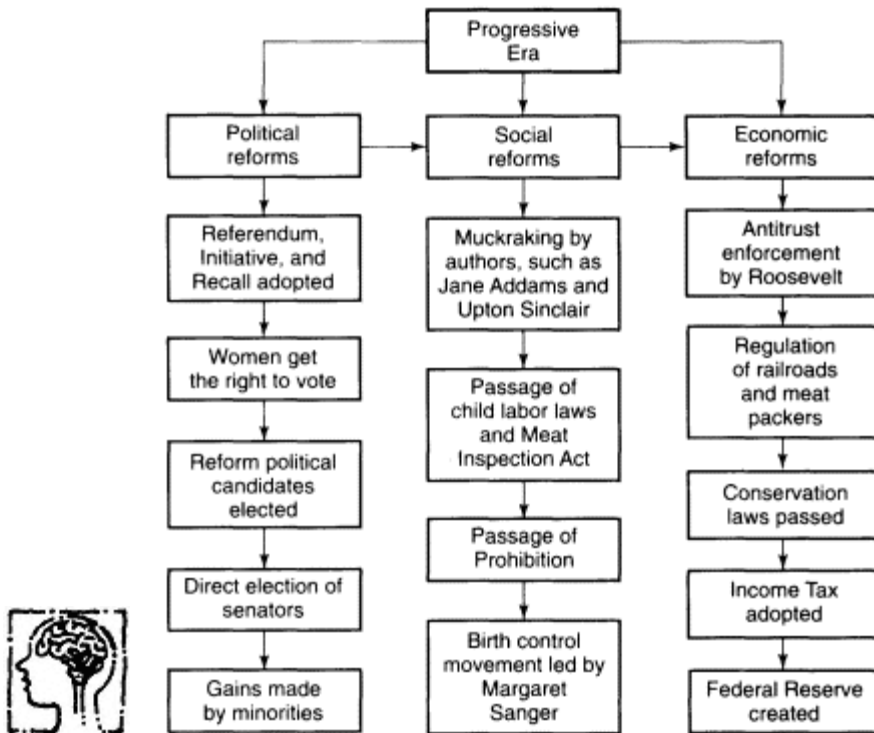
Initiative Voters decide what kind of laws they want to vote on.



Referendum The actual ballot proposal that the voters decide.

Recall The right of the voters to remove an elected official from office.

Look at the Progressive Era Mind Map and the Time Line at the beginning of the chapter. Explain why this is such an important period in American history.



The Progressive Era Mind Map and the Time Line should give you an idea of the scope and importance of this time period. The words that should come to your mind when you hear of this era are progress and reform. The map concentrates on three areas of reform: political, social, and economic. And the chronology emphasizes specific events that correspond to the Mind Map outline. As you read more details of this chapter, you should be able to figure out why this period is so significant.

Many times, commercial ventures such as world fairs give a hint about how people view progress. I-MASTER wants you to visit two fairs that preceded the Progressive Era called the World's Columbian Exposition, the other an ongoing fair that describes a view of our world today, the EPCOT exhibition at Walt Disney World in Florida.

I-MASTER ACTIVITY #39

Visit the World's Columbian Exposition at:

<http://xroads.virginia.edu/~MA96/WCE/title.html>

Then click on the "Virtual Tour" link. Read about the fair. What did it say about America in the 1890s? Then look at the EPCOT page at:

http://www.disney.com/DisneyWorld/ThemeParks/disney_epcot_map.html



Click on "Future World" and "World Showcase" and see how Disney is portraying the America of today and tomorrow. What do you believe is the value of this kind of exhibit?

ACTIVITY TIP #39

Visiting a world's fair or the EPCOT exhibition at Walt Disney World gives you a clear vision of what the creators felt was the current and future state of the country. The Columbian exhibit in Chicago attracted millions of people and EPCOT is one of the most popular tourist attractions in the United States today. By looking at the exhibits, you should get a real sense of why they are such a popular way to express where the country is now and where it is going.



The Progressive Era Presidents

The best way to measure the results of the Progressive Era is to look at who was president; then you must look at the reform measures that were passed. One reason why these presidents favored reform of social, political, and economic institutions was because of what is called the motivators of change the muckrakers.



Muckrakers Writers during the Progressive Era who, through their works, stressed the social, economic, and political abuses facing the country.

These writers included:

1. Lincoln Steffens. He wrote *The Shame of the Cities*, which told how corrupt city politicians were.
2. Ida Tarbell. She investigated John D. Rockefeller's Standard Oil Company in her book *History of Standard Oil Company*.
3. Upton Sinclair. He wrote a novel, *The Jungle*, which outlined the abuses in the meat packing industry and resulted in passage of the Meat Inspection Act and the Pure Food and Drug Act in 1906.
4. Magazines such as *McClures*, which published numerous articles. One such article appeared in 1894 and was titled "In the Depths of a Coal Mine" by Stephen Crane.

I-MASTER EYEWITNESS ACCOUNT:



The room shrieks and blares and bellows. Clouds of dust blur the air . . . Down in the midst of it sit these tiny urchins, where they earn fifty-five cents a day each. They breathe this atmosphere until their lungs grow heavy and sick with it.

www.history.ohio-state.edu/projects/coal/CraneDepths/CraneDepths.htm



I-MASTER ACTIVITY #40

Read the account and explain how this article fits the definition of muckraking.

ACTIVITY TIP #40

The eyewitness description uses graphic words to point out the terrible working conditions these coal miners faced. As a result of this article, there was an outcry for better working conditions in the coal mines. Eventually, legislation was passed to improve conditions.



Let's now take a look at the Progressive presidents and what they accomplished during their administrations. We will deal with President McKinley separately when we look at the Spanish-American War later in this chapter.

Theodore Roosevelt (1901-1909)

- His administration advocated a "Square Deal" to the American people. He became known as a champion of reform and a "trustbuster." He went after Standard Oil, Swift and Company, and Northern Securities.
- He helped settle the coal strike.
- He regulated the railroads and meatpackers through the Meat Inspection Act, Pure Food and Drug Act, Elkins Act, and Hepburn Act.
- He became known as a conservationist, signing into law the Newlands Reclamation Act in 1902 and the Inland Waterways Act.

I-MASTER ACTIVITY #41

Theodore Roosevelt has been characterized by historians as one of our great presidents. His face is sculpted on Mount Rushmore. Take a closer look at his life and his home by visiting the web site describing his home at Sagamore Hill at:



http://www.liglobal.com/t_i/saghill/

Read about the house. What impressions do you get about Theodore Roosevelt through this site?

ACTIVITY TIP #41

The web site does a remarkable job leading you through a historical and biographical tour of Theodore Roosevelt's life and his love for his summer White House at Sagamore Hill. Look at each of the links and think of the homes you were brought up in and the memories you have of them.



William Howard Taft (1909-1913)

- He was also known as a trustbuster, breaking up over 90 businesses.
- Reformers felt betrayed when he raised tariffs and when he fired a leading conservationist, Gifford Pinchot.

Woodrow Wilson (1913-1921)

- Though known primarily as the president who led us through World War I, his administration also played a key role in the Progressive Era. His program for change, The New Freedom, advocated lower tariffs, regulation of big business, and a reform of the banking industry.
- During his administration the Clayton Antitrust Act was passed (it strengthened the Sherman Antitrust Act by specifically outlawing certain types of corporations). He established the Federal Trade Commission and instituted the Federal Reserve System, a national bank that helps to regulate the nation's money supply.

Read a biography of each of these presidents at:

<http://www.ipl.org/ref/POTUS/whtaft.html>

and write a historical tidbit for each of them by visiting one of the specific linked sites you will find in each of the president's summary pages.

HISTORICAL PRESIDENTIAL TIDBITS:

Theodore Roosevelt Had the nickname "TR" and led the Rough Riders during the Spanish-American War.

William Howard Taft The only president to serve as chief justice of the Supreme Court after he left office.

Woodrow Wilson Won the election of 1912 because Theodore Roosevelt ran as a third-party candidate from the Bull Moose party, thereby splitting the Republican vote.



As a result of the efforts of muckrakers and these three presidents, the most significant reforms were passed. Besides the laws already mentioned, constitutional amendments were passed: The Sixteenth Amendment allowed a graduated income tax, the Seventeenth Amendment instituted the direct election of senators, the Eighteenth Amendment brought Prohibition, and the Nineteenth Amendment gave women the right to vote. The significance of this reform movement can still be felt in our lives today.

An Emerging Global Nation

The Spanish-American War

The Spanish-American War was a turning point in American foreign policy. It was an event that symbolized America's new thirst for land and resources. It also gave a signal to the rest of the world that our traditional foreign policy of neutrality and isolationism had evolved into a more aggressive role.

Let's look at the background events leading to the war:

- Manifest destiny was completed. Through diplomacy such as the Louisiana Purchase, annexation, and war such as the Mexican War, we expanded our territory to the West Coast by the late 1800s. This movement was

aided by the building of the transcontinental railroad and the movement of Indians to reservations.

- Trade became important as the nation became industrialized. In 1887 we were granted naval rights to Hawaii. By 1898 we annexed Hawaii. We also had an interest in the Samoan Islands. We supported a more open trading policy with China and also traded with Japan, starting in 1853 when Commodore Perry negotiated a trade agreement.
- Motivated by our own industrialization, it became an unstated goal of the United States to pursue a policy that some would characterize as imperialism seeking foreign land for resources.

Factors That Led the United States to War

- In 1895 Cuban nationals staged a revolt against Spanish rule. Americans were highly sympathetic to the Cuban people.
- Yellow Journalism, led by the efforts of William Randolph Hearst, whose *New York Journal* used screaming headlines to stir up the emotions of the American people.



Yellow Journalism Newspaper reporting that uses screaming headlines to make a point. Practiced by William Randolph Hearst, an example of this kind of journalism was the headline "Remember the Maine."

- The De Lome letter. The Spanish minister to the United States, William De Lome, wrote a secret letter calling President McKinley weak and ineffective. Hearst got a copy of the letter and printed it in his newspaper. This outraged the American people.
- The sinking of the *U.S.S. Maine*. This key event, made worse by the headline "Remember the Maine," suggested that the battleship *Maine* was blown up in the harbor at Havana by Spain, killing 250 Americans.

The newspaper stories made it seem that it was Spain's fault, even though it was never proven that Spain, in fact, was responsible. Ironically, after an inquiry, it is believed that the ship either struck a mine or had an internal accident.

I-MASTER ACTIVITY #42

Visit the web site that is devoted to an examination of the sinking of the *Maine* at:



<http://www.smplanet.com/imperialism/remember.html>

Follow the links and decide which of the theories regarding the sinking of the *Maine* is correct.

ACTIVITY TIP #42



After visiting the web site and looking at the ship and reading the eyewitness accounts, it should become clear that there was a good chance that the ship may not have been sunk by Spain after all.

The Declaration of War

Though Spain promised eventual Cuban independence, public opinion favored war. There was a significant amount of economic investment in Cuba. The military liked the idea that Cuba could provide a naval base. In April, 1898, President William McKinley asked Congress for a declaration of war.



HISTORICAL TIDBIT:



William Randolph Hearst, whose newspapers were known for "yellow journalism," responded to a friend who indicated that all was quiet in Cuba: "If you furnish the pictures, I'll furnish the war."

Read a biography of McKinley at:

<http://www.ipl.org/ref/POTUS/whtaft.html>

Write a historical tidbit for him by visiting one of the specific linked sites you will find in each of the presidents' summary pages.

McKinley was assassinated within a year after the start of his second term.

The "Splendid Little War"

The war has been called "The Splendid Little War" and what follows is a summary of the highlights:

- It lasted four months.
- It was fought in the Western Hemisphere in Cuba and Puerto Rico, and also in the Philippines in the Pacific.
- It brought to fame Theodore Roosevelt and the Rough Riders in a famous battle charge up San Juan Hill. Roosevelt's leadership brought down Spain in Puerto Rico and Cuba.

HISTORICAL TIDBIT:



Actually, the hill that Roosevelt charged was called Kettle Hill.

- In the Philippines, Commodore George Dewey led the naval fleet to Manila where he won an easy victory.

Two sites give you an in-depth description of the war. The first one is called "The Splendid Little War" and is found at:

<http://www.smplanet.com/imperialism/splendid.html>

The second site, which has more pictures, was prepared by the New York Public Library to commemorate the 100th anniversary of the war and can be found at:

<http://www.nypl.org/research/chss/epo/spanexhib/index.html>

Visit these sites and find links of the highlights of the war. Pick out the links that illustrate how and why we fought this war.

Also, a comprehensive list of sites that have pictures of the war and time period can be found at the "18981998 Centennial of the Spanish-American War" web site at:

<http://www.zpub.com/cpp/saw.html>

Unlike other wars, the Spanish-American War was fought by the United States in an effort to gain new territory. Actually, we defeated Spain in a short period of time. Our forces were led by Theodore Roosevelt and Commodore Dewey. The links on these sites take you through the chronology of the war and give you interesting pictures of the battles. Some historians call this type of aggression imperialism. Besides fighting the war, the United States also pursued this policy as we gained rights to build a canal in Panama and ruled the Philippines.

The Treaty of Paris (1899)

- Spain granted independence to Cuba and gave Puerto Rico and Guam to the United States. Spain sold the Philippines to the United States for \$20 million.
- Though a clear and convincing victory, the country became split between imperialists led by Theodore Roosevelt and anti-imperialists led by William

Jennings Bryan. Their arguments centered over the fact that we put down a Filipino Revolution and set up a government in the Philippines responsible to the United States. Though Cuba was granted its independence, the Platt Amendment created certain conditions including the establishment of a U.S. naval base in Cuba and continuing United States influence in Cuba even after it became independent.

Puerto Rico became a commonwealth and remains so to this day, although there is a movement to let the people decide whether the island should become a state.

The Significance of the War

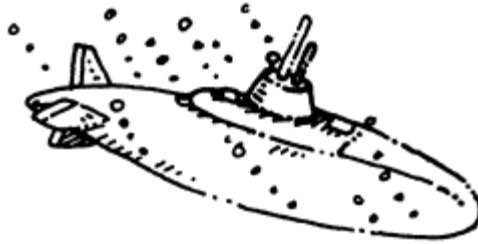
- The United States established itself as a global power.
- We became a "big brother" to Latin America. This became more formalized during Theodore Roosevelt's administration as he established a doctrine that he described as the Big Stick policy.



World War I

President Wilson was elected during the height of the Progressive Era in 1912, but by 1914 he and the country faced a new crisis—the first modern world war that broke out in Europe in 1914. Though Wilson stated that the United States would officially be neutral, most of the efforts of industry and banks favored the allies of Great Britain and France against Germany.

Germany responded in 1915 by announcing a policy of unrestricted submarine warfare against all merchant ships. The United States protested and threatened to respond if Germany attacked our ships. In 1915 Germany sank the British liner *Lusitania*, which had 1,200 people on board including 128 Americans. The United States expressed outrage and Germany backed off, ordering their submarines to give warnings in the future before attacking. By 1916, however, these orders were ignored and unrestricted submarine warfare continued. Wilson issued Germany an ultimatum, threatening United States involvement in the war, and for the moment Germany again backed down. As a result, Wilson was reelected, using a political slogan: "He kept us out of war."



In 1917 Germany again announced a policy of unrestricted submarine warfare and carried it out by sinking five U.S. ships. That act, plus the fact that the allies were having a difficult time defeating Germany, made Wilson call for a declaration of war.

I-MASTER ACTIVITY #43

Look at two of Wilson's main arguments for declaring war against Germany. He stated,

*"I want to make the world safe for democracy."
"This will be the war to end all wars."*



How do you think the country and Congress reacted to his request for a declaration of war?

ACTIVITY TIP #43

Language like that of Wilson resonated with the American people. As we became more and more involved in the war, our presence made a big difference in the outcome. Near the end of the war, we had almost two million soldiers overseas.



But what about the war itself? How was this war different from any other war the United States had fought?

For a look at an interactive Time Line that has a commentary with pictures, visit the Public Broadcasting System's site "The Great War" at:

www.pbs.org/greatwar/timeline/

Pick out a year and explore the events that are portrayed.

Then visit the premiere World War I web site, "World War I-Trenches" on the Web at:

<http://www.worldwar1.com>

This site contains a narrative of the war with eyewitness accounts, weapons of the war, including the use of chemical warfare, music of the war, posters, sound recordings, and statistics dealing with the casualties. Explore the resources and explain why this war was unlike any other war the United States had ever fought.

Between the two web sites, you should get the impression that this war, although it was fought in Europe, placed a great burden on the United States. For the first time, the country faced trench warfare and chemical weapons, such as mustard gas, and it was the first war in which airplanes were used. The country reacted positively, however, and had confidence in President Wilson.

Wilson was a visionary in regard to what he believed should be the terms for peace. He stated them in what became known as the Fourteen Points. He called for:

- the abolition of secret international agreements
- a guarantee of freedom of the seas
- removal of tariff restrictions between nations
- a lowering of the arms buildup
- the approval of a League of Nations that would guarantee future peace

The Treaty of Versailles

When the war ended in 1918, a treaty was signed in Versailles, France. It included only parts of Wilson's Fourteen Points and treated Germany as the villain, imposing harsh penalties on the defeated nation. Wilson came away with the League of Nations he had wanted but had the difficult job of selling it to the United States Senate. Opposition was led by Republican Senator Henry Cabot Lodge of Massachusetts.

Do you think the United States Senate should have adopted the Treaty of Versailles? What does its rejection show you about the principle of separation of powers? Hint: The Senate rejection guaranteed that the United States would not participate in the League of Nations.

Wilson embarked on a national tour arguing for the adoption of the treaty. In the end, the Senate rejected it. Wilson, physically exhausted, suffered a stroke and finished out his second term disabled; however, his legacy, according to presidential scholars, was a positive one. He has been ranked as one of the great presidents.

HISTORICAL TIDBIT:

Even though he was recovering from a stroke, Wilson expressed the desire to be nominated for a third term. Though the convention was deadlocked, Wilson's name was never submitted for consideration.

The Roaring Twenties

The Roaring Twenties, also known as the "Jazz Age," "Age of Prohibition," and "The Return to Normalcy," had a profound impact on American life and particularly on race relations. Socially, economically, and politically, the decade of the twenties reflected a new age of morality that can be evaluated in both a positive and negative manner.

The age was also characterized by the following:

- An age of prosperity Rising middle class, urban development
- More leisure time Young women, called "flappers," adopted a flashy manner of dress. The jazz age began, an energetic new dance called the "Charleston" became all the rage, and the popularity of motion pictures grew.



- Automobiles and assembly lines Model T assembly line developed by Henry Ford
- Gangster Al Capone in a war against a police unit known as "The Untouchables"
- Passage of the Eighteenth Amendment Prohibition later repealed by the Twenty-first Amendment

- Passage of restrictive immigration legislation
- Conflict between a "loose society" and a "moralistic society"

For an excellent introduction to this interesting time period in American history visit the comprehensive "Roaring Twenties" web site at:

<http://www.louisville.edu/~kprayb01/1920s.html>

By clicking on the link "A Decade of Giants," you will be able to answer the question about whether the decade should be called the Roaring Twenties or Boring Twenties!

The Return to Normalcy and Presidential Politics

Immediately following the end of World War I, the election of 1920 took place. Republican Warren Harding easily beat his Democratic opponent James Cox on a platform of returning the country to "normalcy." This meant that the age of progressivism had ended and there was a return to the laissez-faire policy of the late 1880s and 1890s.

Teapot Dome Scandal

A negative aspect of the twenties, the Teapot Dome referred to federally owned land in Wyoming that had huge oil reserves. Harding's secretary of state, Albert Fall, leased the lands to several oil companies and, in return, received illegal payments. Harding's administration was beset by scandal, including stories that he had a mistress. The president died in office in 1923 and was succeeded by Calvin Coolidge, known as "Silent Cal."

The administration of Calvin Coolidge was characterized by his famous quote that "the business of America is business," referring to the traditional Republican economic policies of high tariffs and the protection of American business.

The last president of the Roaring Twenties, Herbert Hoover, was elected in 1928. Hoover beat the first Roman

Catholic to run for president, Alfred E. Smith. The election reflected a prejudice against Roman Catholics and illustrated some of the racial and ethnic prejudice that existed at the time. One event that stood out during Hoover's administration was the stock market crash in 1929.

Read a biography of Harding, Coolidge, and Hoover at:

<http://www.ipl.org/re/POTUS/whtaft.html>

and write a historical tidbit for each one by visiting one of the specific linked sites you will find in each of the presidents' summary pages.

HISTORICAL PRESIDENTIAL TIDBITS:

Warren G. HardingThe "G" in Warren Harding's name stands for the biblical name Gamaliel.

Calvin CoolidgeHis nickname was "Silent Cal."



Herbert HooverHerbert Hoover's victory over Al Smith was reversed four years later by almost the identical electoral vote when he lost to Franklin Roosevelt during the height of the depression.

All three Republican presidents believed that government policy should favor big business and did very little to further race relations. In fact, because of the social climate, nativist reaction against immigrants and a fear that communism would spread to the United Statescalled a *red scare*characterized the decade.

Social Changes

Positive social developments included the following:

- the rise of the middle class, the invention of the telephone, silent movies, the first automobiles, Henry Ford's assembly line, the rise of the city, and the ability

of the middle class to partake in leisure activities, creating a new American culture.

Read a biography of Henry Ford at:

<http://www.hfmgv.org/histories/hf/henry.html>

Write a historical tidbit for him by visiting the link "Did You Know?"

One of the interesting "Did You Knows" was that Henry Ford ran for the Senate and lost in 1918.

· the expansion of freedom for women brought on by the passage of the Nineteenth Amendment in 1920, which gave women the right to vote.

I-MASTER ACTIVITY #44

Visit the Library of Congress exhibit "Votes for Women 18501920" at:

<http://lcweb2.loc.gov/ammem/vfwhtml/vfwhome.html>

Look for a picture in the collection. What can you tell about the fight for the women's right to vote from looking at the photo?

Then visit the "Women Win the Right to Vote" page at:



<http://www.inform.umd.edu:8080/EdRes/Topic/WomensStudies/ReadingRoom/History/Vote.html>

Go to the link featuring short biographies of 75 suffragists and explain what these women had in common.

ACTIVITY TIP #44

Looking at the photo on-line, you can see the way in which women suffragists dressed. Their mannish dress gives you the impression they were fighting for a cause.

The bios of these women indicate they were taking up a very unpopular cause and kept on fighting until the amendment was ratified.



- Women also took on the "flapper look," dancing the Charleston, and for the first time smoking in public.

For an in-depth look at flappers plus links to other related sites, visit the "Flapper Culture and Style" page at:

<http://www.pandorasbox.com/flapper.html>

- The Harlem Renaissance was a movement that was characterized by a rise of cultural activities in Harlem and by jazz artists performing at the Apollo Theater.

Perhaps the biggest positive element was a prolonged period of economic prosperity.

I-MASTER ACTIVITY #45

Visit the Harlem Renaissance exhibit "Rhapsodies in Black" at:



<http://www.iniva.org/harlem/intro.html>

Look at the paintings and explain why this period was called the Harlem Renaissance.

ACTIVITY TIP #45



These photos dramatically show you the art of the time period and reflect a "rebirth" of African-American culture.

Moral Dilemmas

- The passage of the Eighteenth Amendment, which prohibited alcohol, was brought on by the Temperance Movement and had a negative effect on the country.

Visit Ohio State's "American Temperance and Prohibition" page at:

<http://www.cohums.ohio-state.edu/history/projects/prohibition/default.htm>

Click on the table of contents link and find out all about Prohibition in America. Why do you think it was inevitable that Prohibition would fail? Even though Prohibition was the law of the land during the 1920s, it was constantly broken by individuals who made alcohol in their bathtubs, it was violated by bootleggers and such gangsters as Al Capone, and alcohol was easily available in illegal bars called "speakeasies," which became a way of life. You can conclude that it was very difficult to enforce a law that dealt with a moral issue.

· Anger by religious groups spilled over into other areas of American life, such as education. A good example of this was the Scopes Trial, also known as the Scopes Monkey Trial. It took place in Tennessee and involved a schoolteacher whose name was John Scopes. Scopes believed that as a science teacher he should be able to teach Darwin's theory of evolution, but Tennessee had a law that prohibited the teaching of evolution and, instead, directed teachers to teach creationism. Scopes violated the law and the trial became one of the first "trials of the century." Two famous attorneys, Clarence Darrow, representing Scopes, and former presidential candidate, William Jennings Bryan, arguing the case for Tennessee, battled each other. Though Darrow outmaneuvered Bryan, Scopes lost the case. Both Prohibition and the Scopes trial reflect conflicting moral values.

For a firsthand look at the Scopes Trial, visit the "Famous Trials of the Twentieth Century, Scopes" page at:

<http://www.law.umkc.edu/ftrials/scopes/scopes.htm>

Look at some of the primary documents related to this sensational trial.

You have a choice of looking at the actual law, photos of the time period, or the actual book that was used. They all reflect why this trial became such a media circus and was eventually turned into the famous play *Inherit the Wind*.

Other negative developments of the time included:

- Nativist reaction against immigrants:

1. Passage of anti-immigration laws, such as the Quota Laws of 1921, 1924, and 1929. These laws set strict quotas on immigration into the country.
2. The rise of the Ku Klux Klan. The Klan was comprised of southern whites who terrorized freed slaves after the Civil War. Its new incarnation expanded its hatred against Jews, Catholics, and immigrants.
3. The Red Scare was an outgrowth of the Palmer Commission and was aimed at those individuals who were perceived as favoring communism.
4. The Sacco-Vanzetti trial where two Italian immigrants were accused of murder and armed robbery and convicted based on questionable evidence, illustrated what prejudice and hatred can do. It was later revealed that their conviction came about because they were anarchists and immigrants.

I-MASTER ACTIVITY #46

For a comprehensive look at the trial, visit the Sacco-Vanzetti home page at:

"<http://khandaunl.edu/~daniel/sacco.html>



: Read the history and come up with questions that reflect why there was a prejudice against Sacco and Vanzetti.

ACTIVITY TIP #46

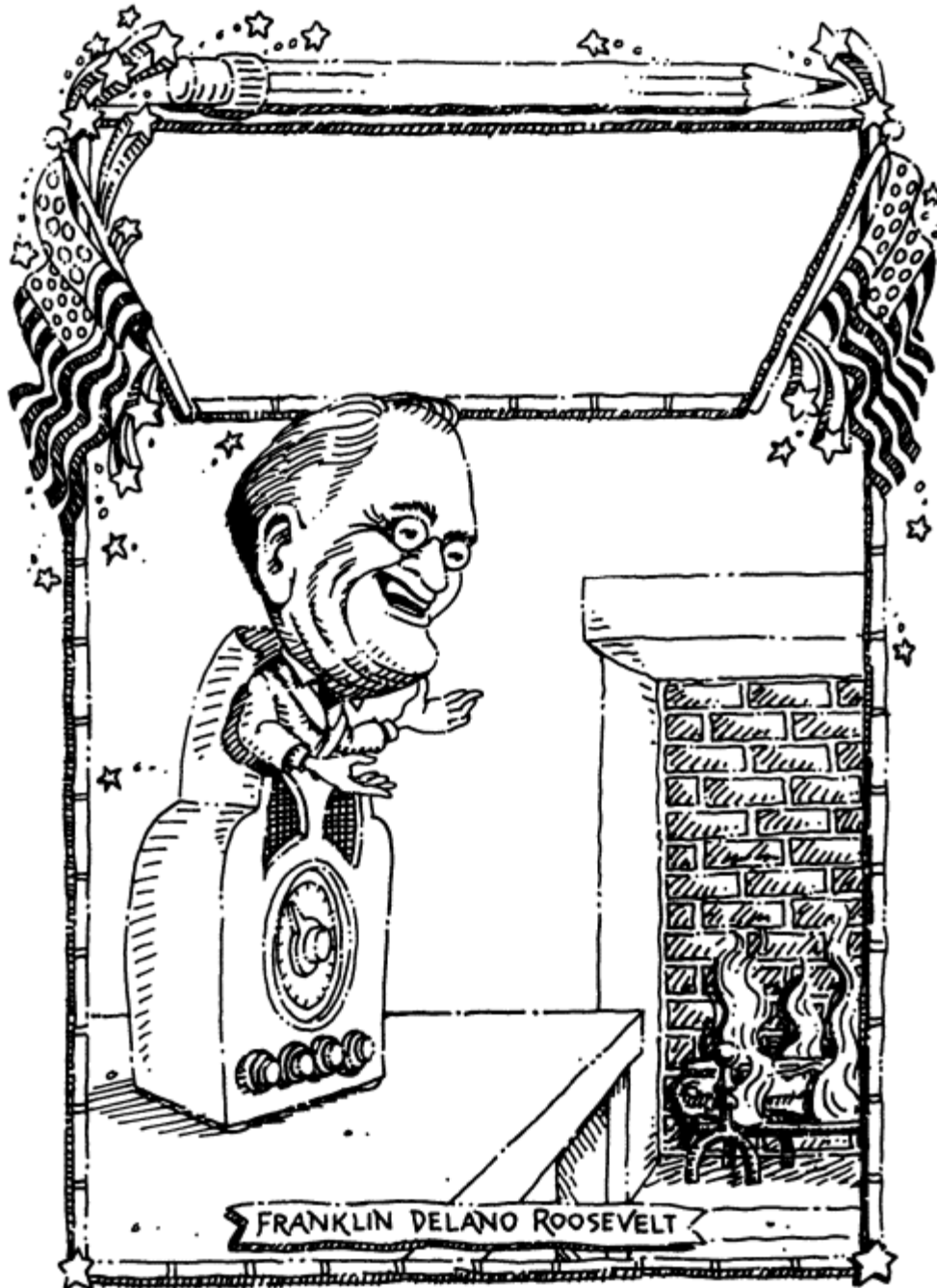


Looking at the evidence, you should be able to see that much of it was circumstantial. Though the two were at the scene of the crime, it was later determined that the sentence was not justified, and a court ruled that there was, in fact, a miscarriage of justice.

· Race riots in the North as a result of black migration to large cities and continued segregation. Marcus Garvey, a black activist, urged African-Americans to take pride in their heritage. A Return to Africa movement grew out of Garvey's organization. Along with Garvey, black leaders, such as Booker T. Washington and W.E.B. Du Bois also argued that blacks should strive for greater involvement in American society.

The Roaring Twenties, in the end, had a profound impact on American society. Though there were many negatives, especially regarding racial minorities and immigrants, it was an age that finally saw the emergence of a middle class that was able to take advantage of the economic prosperity of the time.

Chapter Nine
The Great Depression and World War II
(1929-1945)



"The only thing we have to fear is fear itself. "

Franklin Delano Roosevelt, Inaugural Address, 1933

Time Line (1929-1945)

1930Over 1,300 banks close	1940FDR elected to third term
1931Bank panic	1940Selective Service Act passed
1931Unemployment on the rise	1940Lend-Lease program begins
1932Franklin Roosevelt elected president	1941Pearl Harbor attacked; United States enters the war
1932New Deal legislation passed during first 100 days	1941Four Freedoms introduced by FDR
1933Bank holiday declared	1942United States loses major Pacific battles
1933AAA, CCC, TVA, NIRA passed	1942Japanese-American internment begins
1933Prohibition repealed by Twenty-first Amendment	1944Tide turns in favor of the Allies
1935WPA created; Social Security Act passed	1944FDR reelected to a fourth term
1935NIRA declared unconstitutional	1945Yalta and Potsdam conferences
1936FDR reelected in a landslide	1945FDR dies in office; Truman becomes new president
1937Court "packing" plan defeated	1945Atomic bomb dropped; WW II ends
1937National Labor Relations Act passed	
1938Country faces economic recession	
1939World War II begins; United States remains neutral	

During the 1932 election, Franklin Delano Roosevelt promised the American people a New Deal. Suggesting to the public that "the only thing we have to fear is fear itself," FDR embarked on an ambitious program during his first 100 days to accomplish the goals of the New Deal: relief, recovery, and reform.

Causes of the Great Depression

CHAPTER FLASHBACK:



The roots of the causes of the Great Depression took place during the Roaring Twenties. Prosperity took hold and a new middle class enjoyed the fruits of it.

"Black Tuesday"

The stock market was booming, until 1929 when the single largest drop in stock market history occurred. Overspeculation of stocks was the chief cause. Read the following Eyewitness Account of a stockbroker on the floor of the Exchange on what was called "Black Tuesday:"

I-MASTER EYEWITNESS ACCOUNT:



"They roared like a lot of lions and tigers. They hollered and screamed, they clawed at one another's collars. It was like a bunch of crazy men. Every once in a while, when Radio or Steel or Auburn would take another tumble, you'd see some poor devil collapse and fall to the floor."

Forty percent of the value of stock was wiped out. By 1933 the market's value was 20 percent lower than at its peak in 1929. Businesses shut down, unemployment increased to almost 25 percent of the work force, banks failed, farmers' profits declined by almost 50 percent, and a new expression was born the Great Depression. Unfortunately for

Herbert Hoover, he was the president who had to deal with the worst economic crisis in American history.

HISTORICAL TIDBIT:



It is commonly believed that the Roaring Twenties was a period of prosperity for most Americans. In fact, by the end of the decade, close to 60 percent of American families were living in poverty.

Visit the Herbert Hoover Presidential Library site at the National Archives at:

<http://hoover.nara.gov/welcome.html>

See if you can find out why the president went from a hero to a scapegoat by looking at the cartoons.

The cartoons clearly show the task that Hoover faced in trying to solve the problems caused by the Great Depression. Look at the cartoon. What does it indicate to you?

Hoover could not get the country out of the depression, even though he did pursue what has been called "trickle-down economics":

- cutting taxes that he hoped would spur the public to buy goods
- government money spent on public projects such as dams, highways, and harbors
- getting Congress to pass the Reconstruction Finance Corporation, which gave federal funds to banks in trouble and other industries that were threatened by bankruptcy
- ordering a stop to war payment debts in order to halt the worldwide spread of the depression

These measures failed, and a new politician came on the scene with a new vision. Franklin Delano Roosevelt, governor of New York, was nominated by the Democrats and ran against Hoover in the 1932 election. Because the country was

in the midst of the depression, the results were a foregone conclusion: Roosevelt won in what was described as a landslide; he received 472 electoral votes to Hoover's 59 votes.

HISTORICAL TIDBIT:

Roosevelt used as his campaign theme song "Happy Days Are Here Again." It came from a movie called *Chasing Rainbows*. The movie got terrible reviews but the song will always be identified with Roosevelt's successful campaign.



Roosevelt had a name for his plan. He called it a "New Deal for the American People." Unlike Hoover, he believed it was the responsibility of the federal government to solve the problems facing the country. Immediately following his inauguration, he started addressing the problems during the first 100 days of his new administration.

FDR's First 100 Days

Utilizing the mass media in the form of "fireside chats" broadcast on radio, he attempted to calm the American people. One of his first acts was to call a bank holiday in order to stop the panic of the public who were lining up to get their money out of banks before they failed. Other measures during the first 100 days included insuring bank deposits, paying farmers to stop growing crops, asking



businesses to establish fair prices, getting Congress to pass a minimum wage, and establishing a 40-hour work week.

I-MASTER ACTIVITY #47

Let's look at an excerpt from one of FDR's fireside chats:

By the afternoon of March 3 scarcely a bank in the country was open to do business. Proclamations temporarily closing them in whole or in part had been issued by the Governors in almost all the states.

It was then that I issued the proclamation providing for the nation-wide bank holiday, and this was the first step in the Government's reconstruction of our financial and economic fabric.

<http://www.mhrcc.org/fdr/chatl.html>



What motivated Roosevelt to declare this holiday? Do you think it was a good idea? What would you have done if you were facing economic hardship and had money in the bank?

ACTIVITY TIP #47



Because there was such a panic, Roosevelt had no choice but to ask the banks not to open for the time being. Using his fireside chat, which he gave over the radio, he calmed the people, and shortly thereafter the banks reopened.

Even though these early efforts were made to take action to deal with the depression, the fact remained that most people were suffering. Bread lines were a common sight. Homeless people were sleeping on the streets and the number one song of the period was "Brother, Can You Spare a Dime."

Let's take a look at an eyewitness account of what it was like living during the Great Depression by visiting the Library of Congress web site "The Federal Writers Project" at:

<http://rs6.loc.gov/ammem/wpaintro/exhome.html>

Find examples such as the one below and explain why this period was called the Great Depression.

"I never dreamed it would last until my shelves were empty and my drawing account dwindled. Still hoping against hope I kept on buying and selling on credit until my last dollar was gone. I had \$6,000 in diamonds; one ring alone was worth \$3,300. I sold all of them with the exception of my engagement and wedding rings."

Source: *I Am Reaping in Tears What I Sowed in Fun, A Depression Victim Story*. Leila H. Harris, Supervising Editor. Georgia Writers' Project, Area 7.

The eyewitness accounts provide firsthand experiences of people living during the Great Depression. They illustrate the extent to which people lost their life's earnings. Why not try interviewing your grandparents, if they lived during this time, and see what they remember about it?

The New Deal

Relief for the Poor and Unemployed:

Federal Emergency Relief Administration (FERA) (1933). It gave federal money to the states, which in turn gave money to people in need.

Public Works Administration (PWA) (1933). Federal government money was used to create jobs for the purpose of building new highways, bridges, and dams.

Civilian Conservation Corps (CCC) (1933). This created jobs for young people in the area of environmental protection.

Works Progress Administration (WPA) (1935). It put unemployed workers back on the job by creating special federal jobs, such as repairing schools and roads.

Recovery of Business, Housing, and Agriculture:

Agricultural Adjustment Act (AAA) (1933). This act subsidized farmers after they destroyed crops and limited production.

National Recovery Administration (NRA) (1933). It created executive power to set standards for businesses utilizing the National Industrial Recovery Board.

These two acts were later declared unconstitutional by the Supreme Court. As a result, Roosevelt attempted to pack the Supreme Court with additional justices. Congress refused to go along with his plan.



Court Packing Plan favored by Franklin Roosevelt after two of his New Deal programs were ruled unconstitutional. He wanted Congress to expand the size of the Supreme Court. They refused.

HISTORICAL TIDBIT:



The court packing idea was originally proposed by one of the justices Roosevelt wanted to replace.

Federal Housing Administration (FHA). This allowed for the recovery of the housing industry in the form of government loans for housing construction.

Reform of the Banking Establishment, Labor, Stock Market, and Senior Citizens in Need:

Federal Deposit Insurance Corporation (FDIC) (1933). This was created by the Glass-Steagall Banking Act and it insured money in banks up to \$100,000.

Securities and Exchange Commission (SEC) (1934). This group regulated the stock market and was created to make sure that the speculation that caused the 1929 crash would never happen again.

Social Security Board (SSB) 1934. This was created as a result of the passage of the Social Security Act, giving insurance benefits to the elderly and guaranteeing them an income.

National Labor Relations Board (NLRB) (1935). The Board was created as a result of the National Labor Relations Act, guaranteeing the right of workers to organize.

Congress also created the Tennessee Valley Authority, which was given money to provide electricity and build dams and reservoirs.

As you can see, the New Deal attempted to solve the nation's problems. One segment of the society that had suffered because of the weather was the farmers who lived in what was called the "Dust Bowl."

I-MASTER ACTIVITY #48

To get a firsthand view of life in the Dust Bowl, visit the Library of Congress "Voices from the Dust Bowl" at:



<http://lcweb2.loc.gov/ammem/afctshtml/tshome.html>

There you can view photos, see the lyrics to songs from the time period, and listen to interviews.

ACTIVITY TIP #48

By looking at photos, reading eyewitness accounts, and listening to actual recordings, you should be able to get a real sense of the desperation the farmers felt. You should also go to the Public Broadcasting System's "American Experience, Surviving the Dust Bowl" site at:

<http://www.pbs.org/wgbh/pages/amex/dustbowl/>



Pick out one of the specific resources and write down your impressions of the Dust Bowl. Have you ever experienced a weather event that changed your life?

The Impact of the New Deal

The legacy of the New Deal has many ironies. Though FDR's plan began moving the country out of the Depression, by 1937 the country was back in an economic recession, forcing the Congress and President Roosevelt to resume heavy federal spending in 1938. It was not until our involvement in World War II that the country had full employment and came completely out of the Great Depression. The lasting impact of the New Deal can still be felt in today's society as many of the New Deal programs such as the TVA, Social Security, and FDIC still exist.

Let's take one final journey and see firsthand what the Great Depression was all about. Visit the Michigan Historical Society's "Great Depression" gallery at:

<http://www.sos.state.mi.us/history/museum/kidstuff/depressn/costlist.html>

There you will be able to compare prices during the depression with prices of similar items today.

Here is an example of one of the categories:

Then and Now: Wages (weekly averages)

Job	Then	Now
ManufacturingProduction Worker	\$16.89	\$500
Cook	\$15.00	\$236
Doctor	\$61.11	\$1,800
Accountant	\$45.00	\$700

Looking at the chart, it should be obvious why the period led to so much suffering. The comparison of prices and wages is staggering. Can you think of any other prices that have changed dramatically during your lifetime?

World War II

For a complete chronology and analysis of World War II with some dramatic photos, visit the on-line history of World War II found at:

<http://webpub.alleg.edu/student/p/paynes/war.html>

From Isolation to Involvement

Ironically, the period called the Great Depression really ended with the outbreak of World War II. When a country enters a war, its entire economy shifts, production gears up to help fight the war, employment increases, and, as a result, the economy prospers. That's exactly what happened when the United States entered World War II. Why did we move from an official policy of neutrality after the war broke out in Europe in 1939? Two words: Pearl Harbor.

The presidential election of 1940 was a turning point for Franklin Roosevelt. His decision to run for a third term broke the long-standing tradition set by George Washington. The American people responded and his victory over Republican Wendell Willkie was also a victory against those people who were known as *isolationists*, arguing that under no circumstances should the United States get involved in the problems facing Europe.

After his election, Congress passed the Lend-Lease Act, which allowed Roosevelt to transfer arms and equipment to Great Britain, the Soviet Union, and China, which the president felt was important to the security of the United States. This act angered Germany and Japan. By the fall of 1941, with the Nazis conquering most of Europe and Japan

expanding its empire in Asia, our relations with Japan had deteriorated. Roosevelt ordered all Japanese assets in the United States frozen. Japan was told that if they withdrew from China and Indochina, the United States would release those assets. Roosevelt made a direct appeal to the Japanese emperor Hirohito on December 6, 1941. The next day, Japan responded by attacking our naval base at Pearl Harbor in Hawaii.

HISTORICAL TIDBIT:



The Japanese Naval Academy asked its students as part of their final exam to write an essay describing how they would plan a surprise attack on Pearl Harbor.

I-MASTER ACTIVITY #49

Visit the "Radio Days-News" site at:

<http://www.otr.com/news.html>



It is a wonderful resource of original broadcasts of major news events and eyewitness accounts by famous broadcasters. Click on to the Pearl Harbor link and listen to the news bulletin of the event. What do you think the reaction of the American people was?

ACTIVITY TIP #49

After the initial shock of the event, the president asked for a declaration of war from Congress, describing the attack as "a day which will live in infamy [disgrace]."



The attack was devastating: Nineteen ships and 150 planes were destroyed; almost 2,500 men of the armed forces and civilians were killed or wounded.

There is a permanent museum at Pearl Harbor and a memorial of the battleship *Arizona*, which was sunk. Visit the "Pearl Harbor Remembered" exhibit on-line at:

<http://www.execpc.com/~dschaaf/mainmenu.html>

Here you will be able to see firsthand the tragedy that took place on that fateful day.

The Home Front

Once war broke out, the United States mobilized. We committed the production of:

- 60,000 planes
- 45,000 tanks
- 20,000 anti-aircraft guns

The entire economy from farming to manufacturing, banking, and labor agreed to the goal of defeating the axis powers of Japan, Germany, and Italy. Though there was rationing of consumer goods, the country was united in its determination to defeat the aggressors in a two-front war-in Europe and in Asia.

Because the armed forces increased its numbers through a military draft, for the first time women became actively involved in wartime production. The nickname "Rosie the Riveter" was given to these women and the following poster proclaimed Rosie's involvement.



Visit the web site devoted to Rosie the Riveter and other World War II heroes at:

<http://www.u.arizona.edu/~kari/rosie.htm>

Then go to the Library of Congress exhibit "Women on the Front" at:

<http://lcweb.loc.gov/exhibits/wcf/wcf0001.html>

What do these sites say about the change of the role of women during World War II? Do you think opportunities since that era have increased or decreased for women?

These two web sites portray how women had a profound impact on the war effort. The "Rosie the Riveter" site illustrates how women as young as 14 or 15 worked in factories. The poster you see helped give women pride in what they were doing. The Library of Congress site gives firsthand accounts of women soldiers, journalists, and broadcasters, and their accomplishments during World War II.

The government also rallied the home front through a series of wartime posters that can be viewed as propaganda.



Propaganda The spreading of ideas and information by the government to convince the American people they should unite in the war effort.

I-MASTER ACTIVITY #50

Look at the wartime posters from the National Archives site at:



<http://www.nara.gov/exhallpowers/powers.html>

How do these posters reflect government propaganda?
How do they portray the Nazis and Japanese?

ACTIVITY TIP #50



These propaganda posters and others found at the National Archives site vividly portray the efforts of the government to get the undivided support of the



American people. In using the word "United," the "United We Stand" poster has a second message that both blacks and whites are working together. The "Warning" poster portrays in almost cartoon form what the enemy looks like, and has the side effect of using fear to get citizens behind the government.

The Internment Of Japanese-Americans

Along with the attempts to unify the home front, the government was also concerned about the threat of Japanese spies, especially on the West Coast. In 1942 Roosevelt agreed to issue an executive order that placed Japanese-Americans in internment camps for the duration of the war.

Let's look more closely at these camps by visiting "The Japanese-American Internment" home page at:

<http://www.geocities.com/Athens/8420/main.html>

You will find a gallery of pictures and a significant overview of the politics and results of this policy. Click on to the links and respond to the question: Do you think this was a reasonable policy? Find out what the government did after new evidence emerged about Japanese-Americans during the 1980s.

As you go through the sad story of how and why the government made the decision to put Japanese-American citizens behind barbed wire, you should be struck by the conflicting reasons. On the one hand, during a time of war a government has the obligation to protect its citizens, even if it means limiting civil liberties. On the other hand, the government must prove there is a real threat. Roosevelt knew that the Japanese living on the West Coast did not present this kind of threat and agreed to the policy for political reasons. In 1988 the government apologized, and gave \$20,000 to Japanese survivors of these camps.

The Holocaust

While Japanese-Americans were kept behind barbed wire, a far worse fate befell millions of people in Europe. The Germans systematically killed six million Jews and millions of other minorities in what is known as the Holocaust.

The role of the United States has been chronicled at the Holocaust Museum in Washington, D.C. Visit it on-line at:

<http://www.ushmm.org/>

Click on to "Learn about the Holocaust" and read about its history. Then go back to the museum's home page, click on to the on-line exhibitions, and explore them. Write down your feelings about the Holocaust. Do you think the United States could have done more to stop the atrocities?

Visiting the United States Holocaust Museum is a very emotional experience. The Internet site gives you a flavor and information about the museum and the terrible events of the Holocaust. By exploring the two links, you will get an impression about the brutality of the Nazis. Note that even though the United States knew what was going on, nothing was done militarily to stop the atrocities. In addition, when

he had the opportunity to aid a refugee ship, the *St. Louis*, President Roosevelt refused to grant these immigrants a safe haven in America because there were immigration restrictions. The ship returned to Europe where most of the passengers ended up in German concentration camps.

The Battle Lines

The war on the battlefield was brutal. Along with our allies, Great Britain, France, and eventually the Soviet Union, we had to defeat the Nazis in Europe and the Japanese in Asia. Both efforts cost the lives of thousands of American soldiers. The wartime strategy was plotted by President Roosevelt, British Prime Minister Winston Churchill, and Soviet leader Joseph Stalin, in a series of wartime summit meetings:

- Newfoundland, Canada (August, 1941) Prior to our official involvement in the war, Roosevelt and Churchill issued the Atlantic Charter, a statement that outlined our mutual objectives. Roosevelt promised the American people four freedoms: freedom from war, freedom from fear, freedom from want, and freedom of the seas.
- Casablanca, Morocco (January, 1943) The policy of "unconditional surrender," stating that Germany would have to surrender without any conditions, was announced.
- Cairo, Egypt (1943) Roosevelt and Churchill, along with the Chinese leader Chiang Kai-shek, agreed that Japan would have to return all conquered lands.
- Tehran, Iran (1943) A new international organization to be called the United Nations was agreed upon.
- Yalta, Soviet Union, and Potsdam, Germany (1945) The United States, England, and the Soviet Union met at Yalta and Potsdam and started making postwar plans. These included an agreement for the Soviets to enter the war after the defeat of Germany and an agreement that would allow more Soviet influence in Eastern Europe, an opening that would eventually mean Communist domination over that area.

As for the war itself, there were many key battles.

To get a firsthand account of the important battles of World War II, visit the "World War II History" home page at:

<http://www.qd.org/worldwar/timeline/>

Look at the chronology of the battles and pick out the turning points of the war. Then visit the D-Day memorial at:

<http://www.dday.org>

and get a firsthand look at what has been called "the longest day." What are your impressions of the battle that ended the war in Europe?

If you look closely at the on-line history, you should be able to pick out the following battles as significant:

Pearl Harbor
 Blitzkrieg in the West
 The Fall of France
 Battle of Britain
 The Siege of Leningrad
 Bataan and Corregidor
 Guadalcanal
 The Battle of Stalingrad
 Liberation of Italy
 North Africa and Sicily
 Battle for the Philippines
 D-Day
 The Beginning of the End
 The Dawn of the Atomic Age

After visiting the D-Day memorial, you can see how General Dwight D. Eisenhower, the Supreme Commander of the Allied forces, coordinated one of the most difficult land invasions in military history.

HISTORICAL TIDBIT:



World War II was the most expensive war in American history, costing over \$550 billion.

The End of the War

After the war ended in Europe in 1945, a difficult decision had to be made. What was the best and fastest way to end the war in Asia? Unfortunately for this country, President Roosevelt, who had just been reelected to an unprecedented fourth term, died in April of a cerebral hemorrhage. The new president, Harry Truman, was presented with the information that a new weapon, the atomic bomb, had been developed by a group of scientists working on what was called the Manhattan Project.



I-MASTER ACTIVITY #51

Visit the on-line exhibit "The Manhattan Project" at:

<http://www.gis.net/-carter/manhattan/index.html>

There you will be able to see in a dramatic fashion how the atomic bomb was developed. To see the effects of the bomb, visit the "Hiroshima Archive" page at:

<http://www.clark.edu/-history/HIROSHIMA/>



Look at the photo galleries and read the accounts. What is your view regarding the morality of using weapons of destruction, even though in the end it brought a quick resolution to the war?

ACTIVITY TIP #51

The decision to drop the bomb had to be a most difficult one, especially for a new president who had not even been aware that such a weapon existed. The information provided on these sites should give you enough evidence to see both sides of the issue. Without a doubt, an invasion of Japan would have resulted in major casualties for the United States. We learned in the war that



Japan believed that surrender was not an option. Kamikaze pilots took on suicide missions and attacked our navy. Yet survivors still feel the effects of the bomb, and the bomb did usher in a new era the Atomic Age.

FDR's Legacy

Before I-MASTER leaves this era of American history, we should look more closely at the importance of Roosevelt's presidency. Most historians rank him as one of our top five presidents. A memorial was built in his honor at Washington, D. C.'s Mall. His wife Eleanor also has been recognized as one of the most influential First Ladies.

HISTORICAL TIDBIT:



Besides being a cousin to Theodore Roosevelt, Franklin was also related to ten other presidents.

Let's explore a couple of sites devoted to the Roosevelts. The Franklin D. Roosevelt Museum at Hyde Park has a web site at:

<http://www.academic.marist.edu/fdr/>

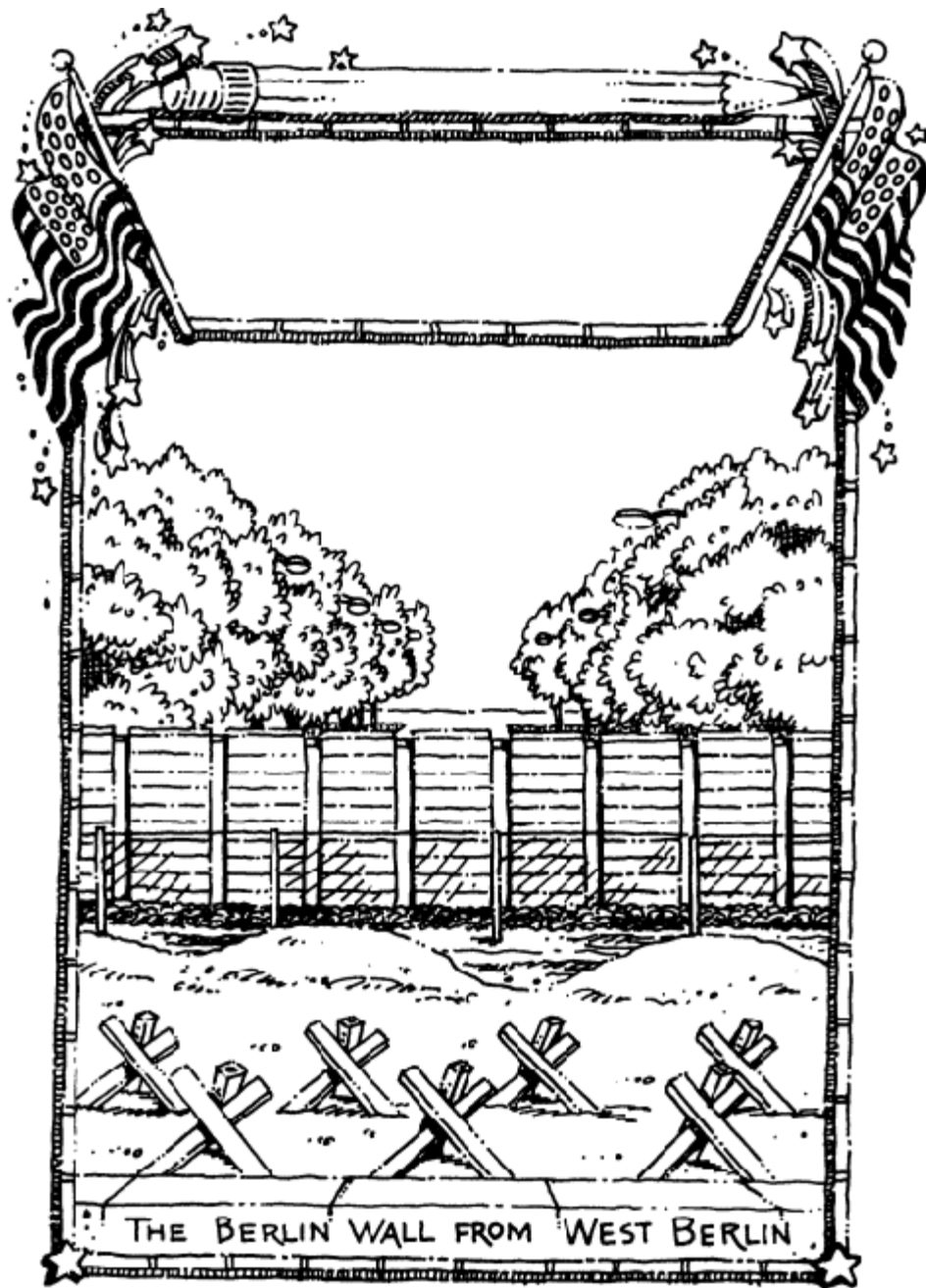
There you will be able to explore the accomplishments of both Franklin and Eleanor. Then visit the National Parks Service's page devoted to the new FDR Memorial at:

<http://www.nps.gov/fdrm/index2.htm>

Do you agree with the view of the historians who rank FDR as one of the great presidents? What did you find out about Eleanor?

These sites provide a lot of information that trace the accomplishments of the Roosevelts, through photos, personal papers, and commentary. Because the country went through two of the most traumatic events in its historythe Great Depression and World War IIand the Roosevelts were the occupants of the White House during this time, they are believed to have provided the leadership the country needed at the time.

Chapter Ten
Postwar America
(1946-1968)



"Ask not what your country can do for youask what you can do for your country."
John F. Kennedy, Inaugural Address, 1961

Time Line (19461968)

1946United Nations General Assembly meets for the first time	1959Alaska and Hawaii admitted as states
1947Truman Doctrine	1960John F. Kennedy elected president
1947Marshall Plan adopted	1961Alan B. Shepard, Jr. first American in space
1948Berlin airlift	1961Bay of Pigs invasion fails
1948Truman reelected president	1961Berlin Wall built
1949North Atlantic Treaty Organization (NATO)formed	1962John Glenn first U.S. astronaut to orbit earth
1950Korean War begins	1962Cuban Missile crisis
1952Dwight D. Eisenhower elected president	1963Civil Rights advocates march on Washington
1953Korean War ends	1963John F. Kennedy assassinated
1953Cold War spies Julius and Ethel Rosenberg executed	1963Lyndon B. Johnson becomes president
1954Army-McCarthy hearings	1964Lyndon B. Johnson elected president
1954 <i>Brown v. Board of Education</i> decision ends school segregation	1964Great Society program announced
1955Southeast Asia Treaty Organization (SEATO) formed	1965First combat troops sent to Vietnam
1955Bus boycott in Montgomery, Alabama	1966Vietnam War escalates
1956Dwight Eisenhower reelected president	1967Thurgood Marshall named first black Supreme Court justice
1957Soviet Union launches <i>Sputnik</i>	1968Antiwar demonstrations on the rise
1957Eisenhower Doctrine announced	1968Johnson announces he won't run for reelection
	1968Martin Luther King, Jr. assassinated

The Cold War

Postwar America struggled to balance its priorities. On the international front, a new kind of war began the Cold War.



Cold War A series of confrontational events between the United States and the Soviet Union starting immediately following World War II and ending with the downfall of the Soviet Union.

On the domestic front the country faced the problem of retraining the soldiers who returned from battle. I-MASTER will take you on a journey of the foreign and domestic policies of the United States from 1946 to 1968. As you look at the Time Line accompanying this chapter, you will notice the period is dominated by four presidents Harry Truman, Dwight Eisenhower, John Kennedy, and Lyndon Johnson. Part of the story of America is also the story of these leaders.

CHAPTER FLASHBACK:

After the dropping of the atomic bomb and the surrender of Japan, the allied nations of the United States, Great Britain, France, and the Soviet Union put into effect the agreements reached at Yalta and Potsdam. Each country occupied a segment of Germany. The United States, under the leadership of Douglas MacArthur, took on the responsibility of supervising the defeated country of Japan. But the greater problem of what to do to ensure a lasting peace was raised.



Formation of the United Nations

Remember that after World War I the United States refused to participate in the League of Nations. This time it would be different. A new international organization was born in San Francisco in 1945 the United Nations. Dedicated to maintaining world security, the organization was composed of a General Assembly, made up of all the officially recognized nations of the world, which decided on general policy for the United Nations. There was also the Security Council, consisting of the permanent members of France, the Soviet Union, Great Britain, China, and the United States, each having veto power. The Council also had six other rotating member-nations. The Security Council was responsible for making decisions regarding international disputes.



I-MASTER ACTIVITY #52

Visit the official United Nations web site at:

<http://www.un.org>

Click on to the media link and then on to the photo link. There you will see a menu that includes "UN Photo History and Special Exhibits." Click on to each of these links and explore the role of the United Nations. What conclusions can you reach after you complete your visit?



ACTIVITY TIP #52

The United Nations has been on the forefront of trying to settle international disputes since its inception, and, in addition, it has been involved in humanitarian efforts. The photos and exhibits reflect these

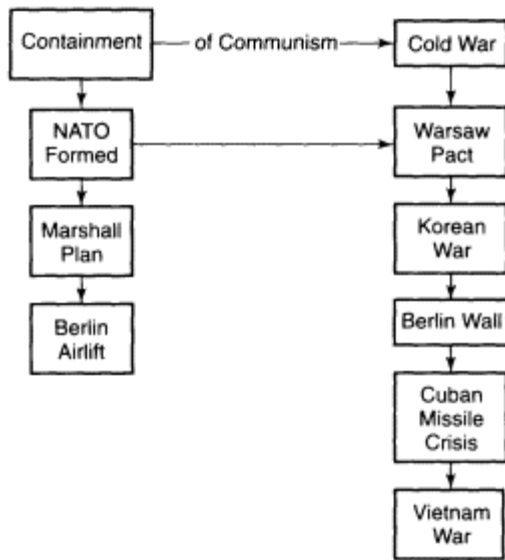


conclusions. The exhibits on human rights, "Bosnia and the Role of the United Nations in Peacekeeping Activities," dramatically shows the extent of international cooperation.

The Early Years

For an excellent list of Cold War resources, visit the "Cold War Hot Links" page at:

<http://www.stmartin.edu/~dprice/cold.war.html>



Look at the Mind Map and come up with an explanation of the meaning of the Cold War by following the "Containment" arrows and the "Cold War" arrows.

The formula Containment of Communism = Cold War is a simple way to understand what the Cold War was all about. As we proceed through our journey, you will clearly see how the containment boxes all were attempts to stop the spread of communism, and you will see how the Cold War events were, to a large extent, a response to those efforts.

President Truman realized that even with a United Nations there would be serious problems in our relations with the Soviet Union. Soon it became evident that the Soviets were intent on maintaining its influence in Eastern Europe as it set up what was called satellite nations.



Satellite Nations Those countries in Eastern Europe that had Communist governments imposed on them by the Soviet Union in an effort to make sure they would side with Russia.

Winston Churchill, the prime minister of England, called it an *iron curtain* in a speech where he said,

"From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent."

Look on a map and find the area that Churchill was referring to. For a chronology of excellent Cold War links, visit the "Cold War Policies" page at:

<http://www.ac.acusd.edu/History/20th/coldwar0.html>

The Cold War became the longest struggle in United States history. It resulted in an arms buildup that could have easily destroyed the world as we know it. A nuclear nightmare was imagined.

I-MASTER ACTIVITY #53

Look at the photo gallery of the nuclear weapons buildup during the Cold War at:

<http://www.ac.acusd.edu/History/20th/coldwar2.html>



Why do you suppose it was necessary to have an arms race with the Soviet Union when it would take just a few bombs from each side to destroy the planet's environment?

ACTIVITY TIP #53



The nuclear arms race became the driving force behind the Cold War. Each side felt it must have nuclear superiority over the other. The web site shows the devastating impact of this policy. Think of it as a psychological game, and that will help you answer the question.

More often than not, the United States was at the brink of war with the Soviet Union during the time of the Cold War, and, in fact, we were in a shooting war in both Korea and Vietnam. The aim of our foreign policy was simple to make sure communism would not spread.

Truman and the Cold War

After the iron curtain descended on Eastern Europe, President Truman initiated a number of actions that he felt would stop the spread of communism:

The Truman Doctrine (1947)

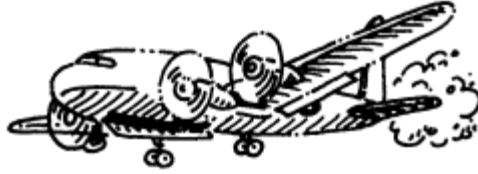
A policy of aid and support to stop the spread of communism in Greece and Turkey.

The Adoption of the Marshall Plan (1947)

Developed by Secretary of State George Marshall, it gave massive aid to Western Europe.

The Berlin Airlift (1948)

In response to the Soviet Union's attempt to blockade the western part of the German capital, located deep in the territory of East Germany, the United States for over a year dropped supplies through an airlift.

*The Formation of the North Atlantic Treaty Organization (NATO) 1949*

Called a "collective security" agreement, meaning that the United States proclaimed that an attack on any country that was part of NATO would be considered an attack on the United States. The Soviet Union responded by forming the Warsaw Pact, a collective security agreement among the satellite countries of Eastern Europe and the Soviet Union.

For an in-depth look and an explanation of these Cold War events visit:

- "The Politics and Social Attitudes of the Cold War" page developed by high school students at:

<http://tqd.advanced.org/3266/>

- The Library of Congress's excellent exhibit dedicated to the 50th anniversary of the Marshall Plan at: <http://rs7.loc.gov/exhibits/marshall/mars0.html>

- The U.S. Air Force's "Berlin Airlift" web site at:

<http://www.wpafb.af.mil/museum/history/postwwii/ba.htm>

Explore these sites and decide what impact these events had on the history of the Cold War.

· The United States "NATO Mission" page at:

<http://www.nato.int/>

Looking at these sites with I-MASTER and using your detective skills, you should be able to conclude that these events were very successful in sending a message to the Soviet Union, specifically the Marshall Plan, with its millions of dollars of aid revitalizing Western Europe. The Berlin airlift prevented the Soviet Union from taking over West Berlin, thus preserving it as the capital of Germany. Even today, the United States views NATO as an important deterrent to aggression. In fact, as you saw on the web site, an expansion of the organization in 1998 to include three former Communist Eastern European nations, Poland, Hungary, and the Czech Republic (part of the former Czechoslovakia), was approved.

The Korean War

After the Communists succeeded in overthrowing the democratic government in China in 1949, President Truman concluded that they too would be a potential threat to world peace. By 1950, in the bordering nation of Korea, the prediction came true. As part of the peace agreement ending World War II, Korea was split at the 38th parallel into Communist North Korea and Democratic South Korea. The North was supported by the Soviet Union and China, while the United States supported the South.

In December 1950, North Korean troops crossed the 38th parallel and the first shooting war of the postwar period began. Quickly, the United Nations (without the presence of the Soviet Union, which was protesting the fact that the new Communist Chinese government was not part of the Security Council) approved an "international police force." Without a formal declaration of war, the United States, under the command of General Douglas MacArthur, sent the most troops. At a crucial point during the war, MacArthur challenged President Truman's orders not to expand the war and he was

dismissed by the president. The war finally ended in 1953 after a new president, Dwight Eisenhower, was elected. The peace agreement maintained two Koreas and a demilitarized zone at the 38th parallel.

I-MASTER ACTIVITY #54

For an in-depth look at the Korean War visit the "Examining the Korean War" web site at:

<http://ssdl.cas.pacificu.edu/as/students/stanley/home.html>

and the "Korean War Veterans Memorial" home page at:

<http://www.nps.gov/kwvm/index2.htm>



Read a firsthand account of a veteran, view the maps at the first site, and explore the Korean War monument. What impressions do you have of the Korean War?

ACTIVITY TIP #54



These sites dramatically illustrate the difficulty of fighting this war. Because we were hampered by the threat of a larger war if China and the Soviet Union got involved, the eventual peace settlement kept the status quo. These sites should give you a real feeling about the emotions of our fighting men and women.

Truman's Legacy

No discussion of the early years of the Cold War would be complete without looking more closely at the presidency of Harry Truman. Sworn in after the death of Franklin Roosevelt in 1945, Truman immediately was faced with the difficult decision of whether to drop the atomic bomb. He ran an uphill campaign for reelection in 1948, and surprised the political analysts by coming from behind and defeating New York's governor Thomas Dewey. As president he developed the Cold War strategy we just explored and came up with a domestic policy called "The Fair Deal," which emphasized aid to returning soldiers in the form of a GI Bill. He stood up to striking steelworkers even though the Supreme Court ruled he went too far.

Let's take a closer look at his presidency by visiting: "The Truman Presidential Library" site at:

<http://metalab.unc.edu/lia/president/pres-home.html>

Then visit the exhibit room and take a virtual tour of some of the highlights of his presidency. Come up with a historical tidbit about Truman.

The exhibits are ongoing and change periodically. They reflect highlights of Truman's presidency.

HISTORICAL TIDBIT:



The Chicago Tribune in a banner headline declared: "DEWEY DEFEATS TRUMAN" in its early edition. Truman holds up a copy of it during his victory celebration.

Eisenhower and the Cold War

For an outline of links to the major issues facing the country during President Eisenhower's term visit the "Eisenhower and the Cold War" site at:

<http://ac.acusd.edu/History/20th/coldwarlike.html>

President Dwight D. Eisenhower was elected president of the United States in 1952 using the campaign theme "I Like Ike." He was a grandfather figure for many people and had the status of having been the former Supreme Commander of the Allied Forces during World War II. He promised the country he would end the Korean War, and after his election the

peace settlement was secured. During his two terms as president, the country was going through cultural changes as well as continuing its fight against communism.

I-MASTER will be focusing on the key themes and events of Eisenhower's administration and visiting related web sites to help you get a picture of what problems Americans were facing.

The Red Scare

Just as the country faced a reaction after Russia turned Communist in 1918, it also did so during the 1950s. Wisconsin senator Joseph McCarthy held hearings to investigate whether there was Communist infiltration in the government. These hearings were given more credibility since two American citizens, Ethel and Julius Rosenberg, were convicted of espionage for turning over nuclear secrets to the Soviet Union and executed in 1953 for that crime.

To get a sense of the way McCarthy investigated Communist activities in this country, and to see and hear some of his speeches, visit the McCarthy multimedia web site at:

<http://webcorp.com/mccarthy/mccarthypage.htm>

Click on to a link of your choice and analyze what McCarthyism means to you.

Then visit the "Rosenberg Famous Trial" page at:

<http://www.law.umkc.edu/faculty/projects/ftrials/rosenb/ROSENB.HTML>

Read a summary of the trial and look at some of the original documents connected to the trial. Why do you think there was such outrage at their conviction and execution?

The audio and video clips of McCarthy clearly show that unsubstantiated accusations could easily ruin people's lives. In fact, many of the individuals called before McCarthy's committee were *blacklisted*, prevented from working, and there really was no evidence they were ever involved with

the Communist party because these witnesses took the Fifth Amendment by refusing to answer the questions asked, based on the fact they had a right to refuse to incriminate themselves.

The Culture of the 1950s

One of the biggest changes during the presidencies of Truman and Eisenhower was the birth of the *baby boomers*, those children born after World War II. The society became one that was characterized by the growth of the suburbs, an increase in the use of automobiles, and the appearance of new leisure activities television and a new music called rock and roll.

To see how the culture of the 1950s evolved, visit the "Literature and Culture of the American 1950s" web site at:

<http://dept.english.upenn.edu/~afilreis/50s/home.html>

There you will find a comprehensive alphabetical list of links that reflect cultural aspects of the 1950s. Click on to the "Elvis Presley" link, which brings you to the "Unofficial Elvis Presley" home page at:

<http://sunsite.unc.edu/elvis/elvishom.html>

Then visit Advertising Age's "History of TV" page at:

http://adage.com/news_and_features/special_reports/tv/1950s.html

After visiting these sites, explain why Elvis Presley and the new age of television were so important to the culture of the 1950s.

As a teenager growing up, you have developed your own cultural interests favorite TV shows, favorite musical groups, favorite songs; it was the same for teenagers in the 1950s. Elvis was king and the television age ushered in new programs such as "I Love Lucy" and the "Howdy Doody

Show." See if your parents remember these shows and ask them to tell you more about them.

Civil Rights during Eisenhower's Administration

For a comprehensive look at "Black History" links, check out:

<http://www.webcom.com/~cjcook/sdbp/bhistory.html>

The 1950s brought about a turning point in the struggle for civil rights. It started with Truman's decision to integrate the military and to end discrimination in federal hiring practices. Then, a recognition that black Americans did not have the full benefit of what the Constitution stated as "equal protection under the law" caused the beginning of what is called the *civil rights revolution*.

Let's trace some of the key political and social events by visiting some of the outstanding web sites devoted to this theme.

- The integration of baseball. Jackie Robinson became the first African-American to break the color barrier in 1947.

I-MASTER ACTIVITY #55

The Library of Congress has a dramatic exhibit devoted to "Baseball and Breaking the Color Line" at:

<http://lcweb2.loc.gov/ammem/jrhtml/jrabout.html>

and the National Archives has a site devoted to "Robinson as a Civil Rights Advocate" at:

<http://www.nara.gov/education/teaching/robinson/robmain.html>

Investigate both sites and then look at these quotes made by Jackie Robinson:



The right of every American to first-class citizenship is the most important issue of our time. I don't think that I or any other Negro, as an American citizen, should have to ask for anything that is rightfully

his. We are demanding that we just be given the things that are rightfully ours and that we're not looking for anything else.

How do these sites and quotes reflect the impact Robinson made on the civil rights movement?

ACTIVITY TIP #55

As much as any political leader, Jackie Robinson's successful baseball career made him a role model. The sites you visited and these quotes illustrate the commitment Robinson made to the civil rights movement.



- The political movement to end desegregation. Since the Supreme Court ruled in 1896 in a very famous case, *Plessy v. Ferguson*, that the doctrine called "separate but equal" was legal, segregation became a legal way to keep the races separated.

By the 1950s The National Association for the Advancement of Colored People (NAACP), led by attorney and later the first African-American Supreme Court justice, Thurgood Marshall, began a legal challenge. The case became known as *Brown v. Topeka Board of Education* and it was argued in 1954. It involved a black elementary student, Linda Brown, who was not allowed to attend a white school nearest to her house. Marshall successfully argued that her equal protection rights found in the Fourteenth Amendment were violated. The Supreme Court ruled unanimously that segregation in schools was illegal.

I-MASTER ACTIVITY #56

Visit the "*Brown v. Board of Education*-An Interactive Experience" exhibit at:

<http://www.digisys.net/users/hootie/brown>



Then see if you can write down your feelings regarding how Linda Brown must have felt going to an all-white school.

ACTIVITY TIP #56

This case was one of the most important cases the Supreme Court has ever decided. The emotional arguments made by Marshall included a sociological study. This survey, conducted by sociologist Kenneth Clark, asked black students to select their favorite doll. They were given a choice between a white doll and black doll. Most of the children selected the white doll because they indicated they felt inferior. As you tour this site, you should be able to understand why.



Visit the National Civil Rights Museum at:

<http://www.mecca.org/~crights/cyber.html>

Take the virtual tour beginning with the *Brown v. Board of Education* decision.

The key events you will be looking at span the 1950s and early 1960s and include:

Brown v. Board of Education of Topeka

Little Rock

Montgomery Bus Boycott

Student Sit-Ins

Freedom Rides

The Battle for "Ole Miss"

The March on Washington

Chicago Freedom Movement

Dr. Martin Luther King, Jr.

We will return to this theme as we explore the civil rights movement during Kennedy and Johnson's presidencies and focus our attention on one of the greatest civil rights leaders, Martin Luther King, Jr.

Just as we did with Truman, let's look at the career of Dwight D. Eisenhower.

Visit the Eisenhower Presidential Library at:

<http://metalab.unc.edu/lia/president-home.html>

Click on to the "Basic Eisenhower" link and read his biography. Explore other links and come up with a historical tidbit about this president.

These sites are constantly changing. Besides the Basic Eisenhower section, check out the virtual exhibit related to Eisenhower's presidency.

HISTORICAL TIDBIT:



Eisenhower defeated Democratic candidate Adlai Stevenson in both the 1952 and 1956 elections.

A New President, a New Decade of Change

If the fifties was a decade of conformity, the sixties became known as a decade of changes. The election of 1960 certainly presented the voters with a choice of maintaining the status quo or choosing the youngest candidate for president in American history. When Kennedy defeated Eisenhower's vice president Richard Nixon by one of the closest electoral margins, the new president declared that the country was on course to conquer a "New Frontier."

The Space Race

Domestically, this pledge was carried out in dramatic fashion when the United States began to catch up to the Soviet Union in what became known as the space race. In 1957 the Soviets launched the first orbiting satellite, *Sputnik*. The United States was shocked. A new emphasis was placed on science education and a high priority was placed on catching up with the Soviets. After Kennedy was elected, he also made a pledge that we would be the first country to set foot on the moon by the end of the decade.

I-MASTER ACTIVITY #57

Follow the exploits of U.S. astronauts as they explore space at the National Aeronautics and Space Administration's (NASA) "U.S. Human Space Flight" site at:

<http://www.hq.nasa.gov/osf/flights.html>



Follow the links and trace the past and current space exploits of U.S. astronauts. How would you compare these individuals to the pioneers who explored the uncharted West in the nineteenth century?

ACTIVITY TIP #57

This site follows the exciting adventures of U.S. astronauts from the first flights to the current space shuttle program to some of the future projects. After you finish visiting the site, review the earlier chapter dealing with the West and you should be able to make some comparisons between the pioneers and astronauts.



The rest of the Kennedy domestic agenda included:

- the establishment of the Peace Corps, whose aim was to send men and women overseas to help developing countries
- the support of civil rights legislation and the sending of federal troops to guarantee school integration in the South

The Cold War Heats up

The Cold War reached its peak during the Kennedy administration in two areas:

Cuba

Immediately following Kennedy's inauguration, an ill-fated invasion of Cuba, called the "Bay of Pigs invasion," was sponsored by the Central Intelligence Agency (CIA). Because of its failure, the Soviet Union thought it was dealing with a weak

president and secretly agreed to begin the process of sending missiles to Cuba. The crisis reached a peak over a period of 14 days in October, 1962. The event became known as the Cuban Missile Crisis and it was the closest the world came to nuclear war.

I-MASTER ACTIVITY #58

Look at the same aircraft photos that Kennedy saw when he decided to order a blockade at the Air Force's "Cuban Missile Crisis" page at:

<http://www.wpafb.af.mil/museum/history/cmc.htm>

Then take control of the "Operations Center of the 14 Days in October" site at:



<http://hyperion.advanced.org/11046/>

How would you have played out this crisis based on the information presented to you?

ACTIVITY TIP #58

The Cuban Missile Crisis was perhaps the greatest nuclear threat. One false move and the result would have been massive destruction. Looking at the photos and following the scenario at the operations center, you should be able to appreciate how Kennedy and his cabinet averted war through diplomatic means.



Interestingly, after the crisis, both sides made an effort to reduce the testing of nuclear bombs in the atmosphere. The result was the first nuclear test ban treaty signed in 1963.

Germany and Berlin Were Still Divided

Between the time of the Bay of Pigs and the Cuban Missile Crisis, Soviet leader Nikita Khrushchev saw another opening to keep communism intact in Berlin. Because of an increasing exodus of



people leaving East Berlin, the Soviets and East Germans built what became known as the Berlin Wall in 1961.

Visit the "Berlin Wall" home page at:

<http://www.dailysoft.com/berlinwall/index.html>

Look at the chronology of the Wall and explore some of the links related to it. Why does the Wall more than any other event illustrate the real meaning of the Cold War?

As you look at the history of the Berlin Wall, and you think back at Churchill's statement of how communism represented an iron curtain, reflect on how the physical wall around the city, with its barbed wire at the top, represented this kind of image. That's why when the Wall was torn down in 1989, it signaled the official end of the Cold War.

Kennedy's Assassination

In November 1963, John F. Kennedy was gunned down in a motorcade by Lee Harvey Oswald in Dallas, Texas. Like the assassination of Lincoln and other presidents before him, this event changed the course of history. Unlike other presidents whose lives were taken, however, Kennedy was the first president whose activities were covered so extensively by the media. There has also been an ongoing controversy over whether or not the assassination was a conspiracy. The National Archives houses the complete records of the assassination. Many web sites deal with this subject.

I-MASTER ACTIVITY #59

Visit the "Kennedy Assassination" web site at:

<http://mcadams.posc.mu.edu/home.htm>



Explore the links that detail the event and express your feelings about the controversy surrounding the assassination.

ACTIVITY TIP #59

The site contains interesting links that explore both sides of the conspiracy theory. It also has a number of photo links that bring you to the site of the shooting. Just imagine what it must have been like to witness these events live on television.

*Kennedy's Legacy*

As we have done with the other presidents in this chapter, let's visit Kennedy's library at:

<http://www.cs.umb.edu/jfklibrary/index.htm>

Click on to the "Kennedy Museum" link and find the virtual exhibit dedicated to Kennedy's wife, Jacqueline Bouvier Kennedy. Then click on to the "Educational Programs" link and read the short biography of the 35th president. Write a "Did You Know" historical tidbit for both President and Mrs. Kennedy.

Here are examples of historical tidbits you will find at this site:

HISTORICAL TIDBITS:

John F. Kennedy was the first Catholic ever to be elected president of the United States. As First Lady, Jackie Kennedy commissioned a historical restoration of the entire White House.



Lyndon B. Johnson A President Facing Crisis

The presidency of Lyndon Johnson was marked by dramatic programs known as the "Great Society." Yet his decision to escalate the war in Vietnam undermined the great vision and the far-reaching scope of what he had previously accomplished.

Announced to Congress in a dramatic speech after he became president, his intention was to "continue" the goals of the Kennedy administration's New Frontier. He promised to fight for a far-reaching civil rights law and a victory in the form of a "war against poverty."

Johnson accomplished an initial victory in the form of the Economic Opportunity Act of 1964, which authorized one billion dollars of federal money for antipoverty programs.

I-MASTER ACTIVITY #60

Explore the impact that civil rights leader Martin Luther King, Jr., had on the push for legislation by looking at his "March on Washington" and reading his "I Have a Dream" speech at:

<http://www.wmich.edu/politics/mlk/washing.html>



You can also explore the highlights of other civil rights events that King was involved with at this award-winning site. What emotions did King try to appeal to with the speech he gave in Washington?

ACTIVITY TIP #60

Martin Luther King, Jr., symbolized the hopes and dreams of African-Americans. His inspirational speeches calling on blacks and whites to become brothers and sisters certainly set in motion the passage of historic civil rights laws.



The Election of 1964

Setting the stage for new federal programs, Johnson waged a battle against Arizona senator Barry Goldwater in which he portrayed Goldwater as an extremist. In one of the most famous political commercials, a little girl was counting daisies and a voice in the background counted down from ten to zero. At zero, a nuclear bomb exploded. Watch the ad at the Public Broadcasting System's "Point of ViewDissect an Ad" web site at:

<http://www.pbs.org/pov/ad/index.html>

It was ironic since Johnson's escalation of the war in Vietnam certainly could be described by some as a questionable military move. Johnson won the election by one of the biggest landslides in history and carried with him a large Democratic majority in Congress.

The Great Society

I-MASTER looks at some of the Great Society programs signed into law:

- Elementary and Secondary Education Act. Its purpose was to provide federal funds for schools with large numbers of children from poor income families. One of its provisions was Head Start, which gave an education to preschool children from lower-income families.
- Higher Education Act. This act helped low-income, qualified students to attend college.
- Housing and Urban Development Act. This act assisted low-income families in obtaining affordable housing by authorizing 2.9 billion dollars in federal grants for low-rent apartments.
- Appalachian Development Act. The purpose of this act was to help rural and depressed regions in Appalachia.

- Medicare. Its aim was to help senior citizens pay for medical care after they retired. A second law called Medicaid was also passed. This was a form of welfare for seniors who could not afford to pay for Medicare.
- Civil rights. In the area of civil rights, two important laws were passed: The Civil Rights Act of 1964, which guaranteed that there would not be any discrimination in public accommodations, such as hotels, and also outlawed discrimination in government facilities and in federally supported programs, and the Voting Rights Act, which prohibited the practice of using literacy tests to keep African-Americans from voting.

I-MASTER ACTIVITY #61

Visit the Lyndon Johnson Presidential Library at:

<http://www.lbjlib.utexas.edu/>



Click on to the "Museum Exhibit and Digitized Photo" links and explore Johnson's presidency. Why is it called a presidency in crisis?

ACTIVITY TIP #61

Because Johnson was so successful on the domestic front and literally was forced to make a decision not to run for reelection in 1968 because of the war in Vietnam, his presidency had a dual character. This site shows you what it was like in the White House during the Johnson years.



The Vietnam War

For a comprehensive listing of Vietnam-related web sites visit the "Vietnam War History" page at:

<http://www.bev.net/computer/htmlhelp/vietnam.html>

Explore the photo gallery links as well as the personal memories of Vietnam veterans.

Johnson was convinced that the domino theory was more than just a theory.



Domino Theory If Vietnam would fall to the Communists, the rest of Southeast Asia would also fall like dominos, which would occur if we did not stop its advance there.

After North Vietnam fired on our ships in international waters, he convinced Congress to pass The Gulf of Tonkin Resolution. It was a turning point in our involvement in Vietnam when, in August 1964, North Vietnamese ships allegedly attacked two U.S. ships. Johnson used this as an excuse to convince Congress to authorize the sending of troops to Vietnam.



I-MASTER ACTIVITY #62

Read an article that analyzes how the American public was misled by Johnson when he asked for passage of the Gulf of Tonkin resolution at:

<http://www.fair.org/media-beat/940727.html>



Was there enough evidence to convince you that Johnson was not telling the complete truth about this incident that, in effect, started the war?

ACTIVITY TIP #62

Sometimes history is painful. This is especially true when we later find out that actions regarding an event that took place should not have occurred. We saw this when Roosevelt ordered the internment of Japanese-Americans during World War II, and again, after many years, we saw it in relation to Vietnam. What do you think is the lesson to be learned?

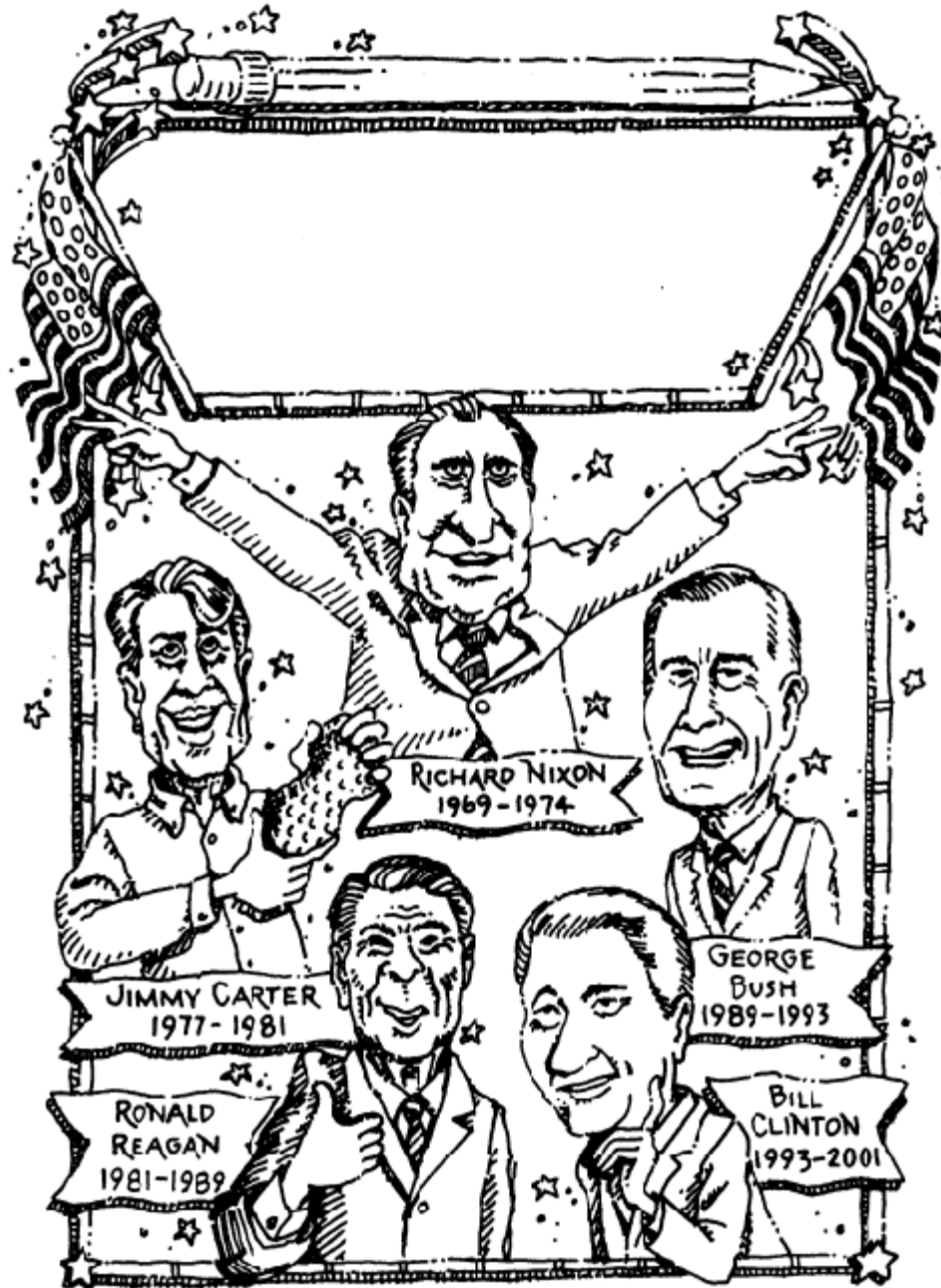


Over a four-year period, LBJ sent in close to 500,000 troops in the largest undeclared war in American history. With the escalation of the war, public opinion turned against Johnson and the Congress was diverted from continuing to pass more Great Society legislation. The turning point came in 1968 when the "Tet offensive" took place. Even though the United States turned back the Viet Cong, public opinion began to go against the president.

There have been many comparisons made between Lyndon Johnson and Franklin Roosevelt. FDR had his New Deal, and Johnson had his Great Society. FDR successfully led the country during World War II, and Johnson was president during the longest war in American history. But that is where the comparison falls flat, as the Vietnam War became the only war in American history that we lost, and it became as much of a legacy for Johnson as the vision he had when he declared that the United States would be turned into a Great Society.

In March 1968, Johnson declared that he would not seek reelection. The election of 1968, and the entire year, became a turning point in American history and begins our final chapter of *Painless American History*.

Chapter Eleven
Modern America
(1968-Present)



"That's one small step for man, one giant leap for mankind."

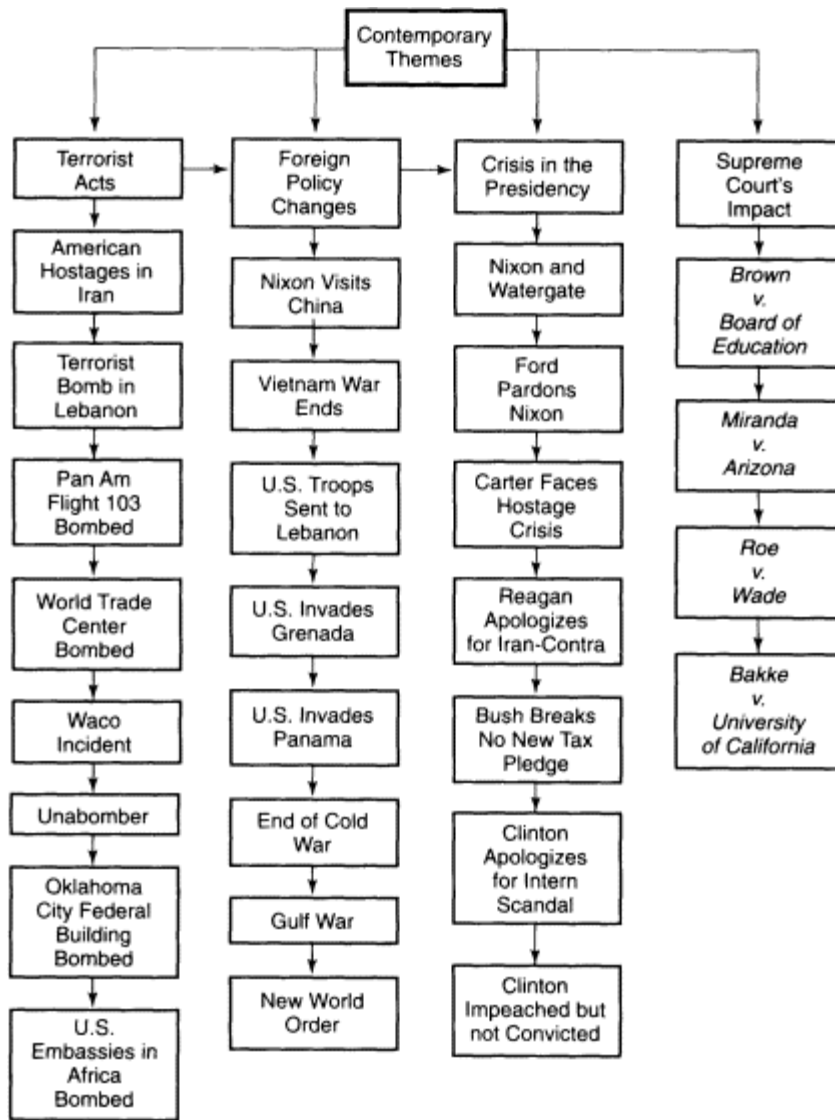
Neil Armstrong, 1969

Time Line (1968-1999)

1968 Robert F. Kennedy assassinated	1983 Terrorists bomb U.S. marine barracks in Lebanon
1968 Riots at the Democratic National Convention in Chicago	1983 U.S. troops invade Grenada
1968 Richard Nixon elected president	1984 Reagan reelected president
1969 First man on the moon	1985 Mikhail Gorbachev becomes new Russian leader
1970 United States invades Cambodia	1986 Space shuttle <i>Challenger</i> disaster
1970 Kent State demonstrations	1986 Iran-Contra scandal
1971 Pentagon Papers case	1987 Black Monday stock market crash
1971 Nixon visits China	1988 George Bush elected president
1972 Democratic Headquarters at the Watergate burglarized	1988 Terrorist bomb on Pan Am Flight 103
1972 Nixon reelected	1989 United States invades Panama
1973 <i>Roe v. Wade</i> makes abortion legal	1989 Berlin Wall comes down
1974 Nixon resigns; Gerald Ford becomes new president	1991 Communism ends in the Soviet Union
1975 Vietnam War ends	1991 Gulf War
1976 Jimmy Carter elected president	1992 William Jefferson Clinton elected president
1978 <i>Bakke v. University of California</i> decided	1993 World Trade Center bombed
1978 Camp David peace agreement between Israel and Egypt	1993 Compound of religious extremists burns at Waco, Texas
1979 American hostages taken by Iran	1994 Republicans gain control of House
1980 Ronald Reagan elected president	1995 U.S. troops in Bosnia
1980 Iran releases American hostages	1995 Oklahoma City bombing
1981 Reagan signs biggest tax cut in American history	1996 Clinton reelected
1982 United States sends troops to Lebanon	1996 Unabomber captured
	1998 Clinton scandals investigated
	1999 Clinton impeached but not convicted

Looking at contemporary history is a challenge. I-MASTER completes your interactive journey through time by discussing issues and themes that are in the news today.

Look at the Mind Map and summarize which of the themes are still important in America at the end of the twentieth century.



As you look at each of the major themes terrorism, presidents in crisis, foreign policy changes, and Supreme Court decisions look at newspapers and watch television news shows, and you will be able to see how these themes play out in your life.

CHAPTER FLASHBACK:

We ended Chapter Ten at an important point. Lyndon Johnson decided not to seek reelection in 1968 after demonstrations against the war in Vietnam reached a peak and after he had a poor showing in the New Hampshire presidential primary. These incidents ushered in a series of remarkable events that made 1968 a year to remember.



1968

A Year of Turmoil

Soon after Johnson announced that he was not seeking reelection, Robert F. Kennedy, brother of the former president, entered the race for president. He had the Kennedy charisma, and he ran urging an end to the war in Vietnam and promising to address the issues of discrimination and poverty in America. In the middle of his campaign, the tragic assassination of Martin Luther King, Jr., followed by race riots in many of the country's cities, brought to light the widening gap between white and black America.

I-MASTER ACTIVITY #63

Visit the "Martin Luther King Project" page at:

<http://www.stanford.edu/group/King/>



Read King's biography and look at the photo album. Explore the rest of the site. Look at the following excerpt from a speech King gave the day before he was killed:

Well, I don't know what will happen now. We've got some difficult days ahead. But it doesn't matter with me now. Because I've been to the mountain top. And I don't mind. Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the promised land. I may not get there with you. But I want you to know tonight, that we, as a people will get to the promised land. And I'm happy, tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord.

Why do you think many of King's supporters felt he was a prophet?
How do you evaluate the importance of King's contributions?

ACTIVITY TIP #63

As we have discussed in the last chapter, King was considered a catalyst for the civil rights movement. Like Gandhi in India, he believed in nonviolent protest as the means of achieving his goal. The web site illustrates through pictures and text King's accomplishments. The last speech he gave almost predicted his untimely death. Look at his expression, "I've seen the promised land." Little did anyone realize that the next day he would start that journey.



HISTORICAL TIDBIT:

In August 1998, the attorney general of the United States ordered a review of the circumstances surrounding the King assassination. The purpose of the review was to determine if there was a conspiracy.



Robert F. Kennedy attended King's funeral and urged the country not to pursue a violent course. After winning the California primary, violence took the life of the New York senator when Jordanian Sirhan Sirhan shot him in June 1968. The country mourned another Kennedy.

HISTORICAL TIDBIT:



Robert F. Kennedy's assassin, Sirhan Sirhan, was sentenced to life imprisonment for the crime he committed.

Read more about the Robert F. Kennedy assassination at:

<http://homepages.tcp.co.uk/~dlewis/>

and then visit the "Robert F. Kennedy Memorial" page at:

<http://www.rfkmemorial.org/>

What are some of the themes that the RFK memorial page is trying to preserve?

The RFK assassination, like that of his brother, has generated controversy. This web site, originating in Great Britain, raises these issues through interesting articles and photos. The official organization dedicated to furthering the goals of Robert Kennedy is found on this "RFK Memorial" page web site. It describes the many programs that carry out these aims, such as human rights and a national youth project, as well as awards in journalism, human rights, and writing. You may want to apply for one of these programs.

The year's violent events continued as the Democrats met in Chicago to nominate their candidate for president. At this convention, rioting took place and the leaders of the riots who were arrested became known as the "Chicago Seven."

Visit the Public Broadcasting System's "The American ExperienceChicago 1968" site at:

<http://www.pbs.org/wgbh/pages/amex/1968/chicago1968.html>

Then click on to the bios and read about the major participants. Pick out those people who you think were the Chicago Seven. What do these individuals all have in common?

The Chicago Seven were all involved in the antiwar movement. Some were more radical than others, but they all were leaders and were arrested for stirring up the demonstrators. They were put on trial, but even though there were convictions, there were no long jail terms.

The Election and Presidency of Richard Nixon

The year concluded with the election of Richard Nixon as president of the United States. Let's take a look at his presidency and career, which spanned three decades.

President Richard Milhous Nixon was perhaps the most complicated politician the modern-day office of the presidency has seen. On the one hand, he had a real sense of what he felt the silent majority wanted.



Silent Majority Nixon's phrase used to describe what he believed to be the majority of Americans who supported his policies.

On the other hand, his distrust of the media and his abuse of power ultimately brought down his presidency.

The High Points

Without a doubt, Nixon's foreign policy after the Vietnam War ended created his legacy. They included:

- Disarmament talks with the Soviet Union, called the Strategic Arms Limitations Talks (SALT). These talks resulted in an important breakthrough in the nuclear arms race. The result was that limits were placed on long-range nuclear missiles and defensive missiles.
- Perhaps his greatest foreign policy achievement was the normalization of relations with China. His historic visit in 1972 resulted in the establishment of diplomatic relations with the Communist Chinese.
- The Nixon Doctrine was established.



Nixon Doctrine Nations of Asia would have to defend themselves and could not rely on the United States for massive aid.

- In the conflict in the Middle East, the United States and Nixon's secretary of state Henry Kissinger were solidly behind Israel.

I-MASTER ACTIVITY #64

Let's look more closely at Nixon's accomplishments by visiting his presidential library at:

<http://www.nixonfoundation.org/>

Click on to the Nixon's biography link and read about the accomplishments of President Richard Nixon.



Look at the photos and highlight Nixon's achievements. Click on to the museum link and see what kind of exhibits are displayed at his presidential library.

ACTIVITY TIP #64

By looking at his presidential library, you will get a good idea of how Richard Nixon's presidency influenced our country. Much of his biography speaks of his contributions. His Watergate legacy is discussed, but put in the context of the rest of his achievements.

*The Low Points*

- Trying to end the war in Vietnam. Running on a platform in 1968 to end the war in Vietnam in an honorable way, Nixon's answer was called "Vietnamization," the return of American troops while maintaining and supporting the South Vietnamese.

Unfortunately for Nixon, the slow progress and his secret escalation of the war in Cambodia laid the groundwork for the biggest political scandal in American History Watergate.

- Events like Kent State. Students demonstrated after they learned about Nixon giving the green light to bomb Cambodia.

I-MASTER ACTIVITY #65

Visit the "Kent State Memorial" site at:



<http://www.library.kent.edu/exhibits/4may95/exhibit/index.html>

Follow the links and explain how you felt after reading about the circumstances surrounding this event.

ACTIVITY TIP #65

The Kent State incident brought to light how the antiwar movement had an impact on our foreign policy. Nixon, though critical of the students, felt more and more pressure to end the war. As a result, he began to take actions that in the end seriously hurt his presidency.



· The Supreme Court decision in the Pentagon Papers case. After massive demonstrations in Washington, D.C., classified papers related to the U.S. involvement in Vietnam were released to *The New York Times* by the author, Daniel Ellsberg. After the initial publication of a portion of these papers, Nixon obtained an order to have *The New York Times* stop the publication on the grounds of national security. The Supreme Court, in the case *New York Times v. United States*, ruled that the paper had the right under the First Amendment to print the story.

Watergate

Nixon gave the go-ahead to a secret group called the "plumbers" to initiate secret illegal actions such as breaking into the psychiatrist's office where the files of Daniel Ellsberg (the person responsible for handing the Pentagon papers over to *The New York Times*) were kept. Plans were approved to break into the Brookings Institute, a Washington-based policy organization, and to coordinate dirty tricks.



Dirty Tricks Secret efforts made by Nixon's campaign to disrupt the Democrats during the 1972 campaign.

The president's closest advisors, John Ehrlichman and Bob Haldeman, as well as the former Attorney General, John Mitchell, also took part in the cover-up. *The Washington Post* and its investigative journalists, Bob Woodward and Carl Bernstein, with the aid of a secret source called "Deep Throat" helped uncover the scandal.

An outgrowth of this group was formed in June 1972 when plans were approved to break into the Watergate offices of the head of the Democratic party. The burglars were caught and the Watergate scandal began. For over two years the nation watched a president stonewall an investigation. Then, when it was discovered that Nixon had a voice-actuated taping system in the White House, the investigation shifted. A special prosecutor, Archibald Cox, was fired in what became known as the "Saturday Night Massacre." The Supreme Court decided unanimously, in a case called the *United States v. Nixon*, that no man is above the law, ordering Nixon to release the tapes. The "smoking gun" tape was released, proving that Nixon participated in the cover-up of the investigation of the Watergate break-in, and Nixon was forced to resign.

Because of the Watergate scandal, for the first time, a sitting president had to resign from office. Visit the following sites devoted to Watergate:

The National Archives exhibit "Nixon and Watergate" at:

<http://www.nara.gov/exhall/originals/nixon.html>

The Washington Post's interactive Watergate site at:

<http://www.washingtonpost.com/wp-srv/national/longterm/watergate/front.htm>

Read about the chronology and key players from the *The Washington Post*. Why is Watergate considered one of the country's worst scandals?

The Watergate scandal is the "mother" of all political scandals. The event reads like a detective story. After visiting these sites, you will be able to reconstruct the events and clearly see why Nixon did not have any choice but to resign.

After his resignation and his pardon from his successor, Gerald Ford, Nixon began to enjoy a reputation as an elder statesman. He wrote several books, and expressed some sorrow over Watergate.

Follow the events of Watergate and beyond by visiting a photo gallery slide show called the "Watergate Decade" at:

<http://www.journale.com/watergate.html>

HISTORICAL TIDBIT:



The burglars responsible for the Watergate break-in were caught on a routine inspection by a security officer working in the Watergate office complex.

The Role of the Supreme Court

As we alluded to in describing Nixon's downfall, the Supreme Court played a very important role. Besides deciding on Nixon's actions related to Watergate, the Court's influence steadily grew from the time it decided that segregation was illegal in 1954. Let's look at some cases that illustrate that point:

Miranda v. Arizona (1966)

Established that police had to inform accused criminals at the time they were arrested of their right to remain silent and their right to ask for an attorney.

Roe v. Wade (1972)

The Court decided that abortion is a constitutional right and declared that states could not make it illegal.

Bakke v. University of California (1978)

The Court ruled that a white medical student had to be admitted to a medical school, making the school's quota system illegal. But the court also said that race could be used as a factor in college admissions. This is called *affirmative action*.

Find out more about the facts, issues, and decisions about these cases at the Northwestern University "Supreme Court" site at:

<http://oyez.nwu.edu>

Find the link for each of these cases. Why do you think these cases could be called landmark decisions?

The Supreme Court's rulings in these cases were very significant. Like the Brown case, they established what is called precedent, setting a legal standard for these issues. In fact, these three areas are still very much in the news today.

Presidential Crises

The final part of this chapter will follow the highlights of the presidencies of Gerald Ford, Jimmy Carter, Ronald Reagan, George Bush, and Bill Clinton. Each of these presidents faced serious domestic and foreign policy crises. The way they handled them determined how successful they were as president.

Gerald Ford

Gerald Ford had the difficult job of trying to heal the country's wounds after the Watergate scandal led to Richard Nixon's resignation, and after the conclusion of the controversial war in Vietnam. Ford's crisis resulted in:

- The pardoning of Richard Nixon. This action prevented any further prosecution of the former president of crimes related to Watergate. It was a key factor in why Ford lost his bid for reelection.
- Trying to deal with the high inflation and poor economy. The state of the economy was very poor during Ford's administration.
- Giving amnesty to antiwar activists who fled to Canada to avoid the military draft. During the war in Vietnam, many individuals who were against the war moved to Canada to avoid being drafted. Ford gave amnesty to those who were convicted, which ended any legal penalty they received. Even though Nixon successfully negotiated a peace treaty with North Vietnam, which, in effect, turned over the fighting of the war to South Vietnam, the war did not officially end until 1975. North Vietnamese troops took over the capital of South Vietnam and the country became united under a Communist government. One of the consequences of this long and difficult war was the passage of the War Powers Act by Congress in 1973.



War Powers Act This 1973 act created restrictions on the part of a president who wanted to send troops into battle for a defined period without a declaration of war.

Bitterness lasted for years in this country. Vietnam veterans were angered that they did not get recognition for fighting the war. For many, the homecoming was a sad one. The veterans asked the government to build a memorial honoring the over 50,000 who were killed in the war. It was commissioned in 1980, and the wall listing the dead was built in 1982.

I-MASTER ACTIVITY #66

Visit the National Parks Service's "Vietnam Veterans Memorial" at:

<http://www.nps.gov/vive/index2.htm>



Read about the memorial, look at the statues, and think about your emotions as you look at the names on the wall.

ACTIVITY TIP #66

The visitors to the wall include people who want to honor those who served, as well as relatives and friends of the soldiers who died. Many leave flowers and other mementos at the base of the wall. They are collected each day and some have been placed on a permanent display at the Smithsonian Institution's Museum of American History. What kind of memorabilia would you leave if you had known a soldier who died in Vietnam?



To see how Gerald Ford handled his duties as president, visit the "Day in the Life of a President" web site at:

<http://sunsite.unc.edu/sullivan/ford/DayInTheLife.html>

Look at the collage of photos taken by the official White House photographer and find the link of the diary of President Ford. What impressions do you get of President Ford by reading his diary? Try to keep your own diary for a 24-hour period. What are the highlights?

By looking at the diary and accompanying photos, you will be able to see clearly how complex it is to carry out the various presidential responsibilities, such as chief executive, head of state, and party leader.

Jimmy Carter

The Peanut Farmer from Georgia

In the election of 1976, an unknown governor from Georgia, Jimmy Carter, got the Democratic nomination for president. In a very close election, he defeated Gerald Ford. The peanut farmer from Georgia pledged to return morality to government, but unfortunately for him he was faced by both domestic and foreign policy crises that crippled his administration.

Throughout his term, the country was facing economic hardship in the form of high inflation and high unemployment. The Arab oil nations made it difficult to get oil, and large lines at gas pumps were the order of the day.

On the positive side, Carter was able to negotiate an historic peace between Israel and Egypt, called the Camp David Accords. But the public lost faith in President Carter after Iran captured over 50 Americans from the American Embassy in Iran and held them hostage for over a year.



Visit the Jimmy Carter Presidential Library at:

<http://carterlibrary.galileo.peachnet.edu/>

Click on to "Kid's Corner" and read the biography about President Carter and how he handled these crises. Then visit the Jimmy Carter Center at:

<http://www.CarterCenter.org>

and see what activities the former president has been involved with since he left office. Compare the crises he faced as president to the kinds of things he is doing today.

Sometimes former presidents achieve more respect after they leave office. This is true of Jimmy Carter. After leaving office, he and his wife Rosalynn dedicated themselves to fighting disease, hunger, poverty, and oppression. They are very involved in the building project, Habitat for Humanity. They personally have gone to Third World countries, and have supervised elections in countries whose citizens were involved in civil wars. As you look at both sites, you will see how much more respected Carter is as an ex-president.

Ronald Reagan

The Great Communicator

Hollywood actor turned politician, Ronald Reagan easily defeated Jimmy Carter in 1980 to become, at age 70, the oldest elected president of the United States. At his inauguration, the country waited for Iran to release the American hostages and, immediately following his oath of office, word came that they were released. Reagan's two administrations were characterized by his ability to communicate with the American people, his desire to shrink the size of government, the tough stand he took toward communism, which led to the eventual downfall of the Soviet Union, and problems the country faced with terrorism and tragedy. Let's look at some of the key events:



- Domestically, Reagan addressed the issues of high unemployment and high inflation. He signed into law the largest tax cut in American history. The economy began to turn around. Along with these reforms, he also favored the downsizing of the government, but he insisted on maintaining a strong defense. As a result, though the country was generally on an upward economic swing, the budget deficit the fact that more money was spent than taken in increased dramatically. In 1987 the stock market had its largest percentage one-day loss in its recorded history.

- The country's problems in the Middle East continued during the Reagan years. Marines had to be sent to Lebanon in 1982 to help keep the peace. In 1983 terrorists bombed the U.S. Marine barracks there, killing more than 200 soldiers.
- Reagan had a sense of the dramatic. Shortly after the marines were murdered in Lebanon, Reagan saw a threat to American medical students who were studying at the school on the Caribbean island of Grenada. He ordered American troops to invade the country to protect the students. Many newspaper editorials were critical of the action and some called it a way of diverting attention from the terrorist attack in Lebanon.
- After Reagan's reelection to a second term, and with a new Soviet leader, Mikhail Gorbachev, negotiations began to reduce tensions between the two superpowers. The results came after a number of summit meetings that looked more like a poker game. Reagan played hardball and refused to back down on the development of a new defense system called the Strategic Defense Initiative. The Soviet Union finally agreed to reduce nuclear armaments in what became known as the Strategic Arms Limitation Talks (SALT). It became apparent that Gorbachev represented a new kind of leader. He urged free discussion of domestic reform, which he called *glasnost*, and he developed a restructuring of the economic policy called *perestroika*. What Gorbachev failed to realize was that these reforms would open up a much larger reform movement that spread to the Communist countries in Eastern Europe and eventually led to the downfall of communism in the Soviet Union.

HISTORICAL TIDBIT:

The Strategic Defense Initiative was called "Star Wars" because it involved a series of satellites circling the earth having the capability of intercepting enemy missiles fired from the earth. The defense system was never built because it was too expensive.



· Reagan's strength as a man who was in touch with the American public contributed to him being called the Great Communicator. His speaking abilities became evident during the campaign for reelection when one of the positive themes was "morning in America." He survived an assassination attempt during his first administration and joked about it while he was waiting for surgery.

· Reagan's talent as a communicator to the people was tested in one of our worst disasters. In January 1986, the space shuttle *Challenger* was scheduled to lift off with a civilian teacher on board. After what looked like a flawless take-off, the spaceship exploded, killing the entire crew. Reagan, in an emotional speech to the survivors and the nation, helped begin the healing process.



I-MASTER ACTIVITY #67

Visit the "*Challenger* Accident" web site at:

<http://www.fas.org/spp/511.html>

Click on to the "Challenger Accident Memories" link and read some of the entries. Then watch the video of the accident. Why was this such an emotional event? Is there an historical event in your lifetime that you will never forget?



ACTIVITY TIP #67

The *Challenger* disaster, like the assassination of John F. Kennedy, was an event that remains etched in memory. People never forget where they were when they heard about it. When you look at the memory submissions, you will get a sense of why this particular event was so dramatic.



· Reagan's popularity and job approval was high during much of his presidency; however, one event became the

crisis for Ronald Reagan. It was called the Iran-Contra affair and it involved an illegal trading of arms by the United States to Iran in return for release of American hostages held in the Middle East. To make matters worse, the profits from the arms sales would then be used to illegally fund rebels fighting a Communist-supported government in Nicaragua. Reagan at first claimed these actions were legitimate, but after an independent review and congressional hearings, he had to admit he was responsible for the actions of others in his administration and admitted to the country he had made mistakes in not being aware of what was going on. Others involved in the affair were convicted of obstruction of justice and perjury. When George Bush was elected president, he pardoned some of the people involved.

For more in-depth information regarding this incident visit the Grolier on-line presidential site at:

<http://www.grolier.com/presidents/aae/side/irancont.html>

Reagan's two terms as president ended with the public generally supporting his policies. Though the country suffered a terrible economic setback in 1987, Reagan left office with one of the highest approval ratings of any second-term president.

For an in-depth look at Ronald Reagan's presidency, visit his presidential library at:

<http://www.lbjlib.utexas.edu/reagan/>

Click on to the biographies link and read about Reagan's presidency. Then click on to the images from the photographic collection link and follow the history of Reagan in office through the pictures on-line. Come up with a "Did You Know" historical tidbit after exploring the site. The site does a comprehensive job in exploring Reagan's presidency through text and pictures.

HISTORICAL TIDBIT:



Ronald Reagan received more electoral votes than any candidate in presidential history when he was reelected in 1984.

George Bush
Creating a New World Order

Ronald Reagan's vice president, George Bush, was the recipient of Reagan's popularity when he was elected president in 1988. Bush was a former congressman and former director of the Central Intelligence Agency. His presidency was marked by a struggle to keep the economy moving and a successful foreign policy highlighted by the end of the Cold War and the beginning of a new foreign policy era called the New World Order. Let's look at some of these events that illustrate how Bush faced crisis in his presidency:

The End of the Cold War

By 1989 most of Eastern Europe had been swept up in the reform movement and established new democratic governments. In 1991 an attempted overthrow of the Soviet government failed when Boris Yeltsin successfully took control. Events moved rapidly and the net result was the end of the Soviet Union and the birth of the Russian Federation, made up of independent republics.

The Gulf War

Bush's greatest crisis came in the form of an attempt by Iraqi leader Saddam Hussein to take over Kuwait and threaten the rest of the Middle East. Bush, along with the United Nations, set a date and threatened to bomb Iraq if they did not withdraw their troops by that date. In January 1991, the Gulf War began with a coalition of countries led by the United States. After a month of relentless bombing, the United States led an invasion against Iraq, and after 100 hours successfully regained control of Kuwait. Bush's popularity at home was, according to polls, over 90 percent approval. After the war ended, Bush stated that a new era in

foreign policy had begun. He called it the New World Order and it was characterized by the United States leading peacekeeping operations with the assistance of the United Nations and the North Atlantic Treaty Organization (NATO.)

I-MASTER ACTIVITY #68

Let's look at the Gulf War more closely by visiting:

<http://www.desert-storm.com/>

and

<http://www.netwizards.net/~cryan/war.html>



Explore these sites and find the links that highlight the photos and firsthand account of the war. Compare this war with the war we waged in Vietnam.

ACTIVITY TIP #68

These web sites clearly illustrate how the generals who commanded the troops in the Gulf War, called the "100-hour war," learned lessons from Vietnam. They were given the opportunity to use all available resources, and they did so. The technology and superiority of our armed forces made the outcome a foregone conclusion. Some historians have been critical of the fact that, while we did achieve the military objective, we did not remove the Iraqi leader from office.



William Jefferson Clinton
the "Comeback Kid"

The election of 1992 brought a relative unknown to the political scene. Bill Clinton was governor of Arkansas for two terms and had earned the reputation as a moderate Democrat. His history as a politician was a mix of accomplishments and personal failures. In 1998, Clinton became only the second president to be impeached by the House of Representatives. He was charged with perjury (lying under oath) and obstruction of justice (taking action to prevent judicial proceedings to go forward). Clinton was found not

guilty by the Senate and he remained in office. Though his presidency had been threatened, he survived as he had many times before in his political career and lived up to his nickname, the "comeback kid."

The Election of 1992

Clinton had the advantage of challenging the incumbent, George Bush, by attacking Bush's broken promise of "Read my lips, no new taxes." As popular as Bush was when he led the nation in the Gulf War, the country was facing an economic recession in 1992. Bill Clinton and a new third party candidate, Texas billionaire Ross Perot, both attacked Bush's economic policies. Though Clinton was criticized for character flaws, he waged a focused campaign and beat Bush.

I-MASTER ACTIVITY #69

Be a part of Clinton's first inauguration at:

http://metalab.unc.edu/doug_m/pages/inaugural-tour.html



Follow the images and text as you look at Clinton's inauguration. Why is this event such an important feature of American life?

ACTIVITY TIP #69

The presidential inauguration is a political tradition that establishes the start of a new president's term of office. It has pomp and circumstance, a formal speech and inaugural balls. Millions of people participate in the event either by attending it live or watching it on television. Many times, presidents have clearly defined the themes of their administration. Clinton's first inauguration attempted to establish a new direction for America.



The Clinton Era

Clinton's two terms as president have been marked by an economy that has been the strongest in the nation's history, but Clinton has also lived up to his name as the "comeback

kid." After the Democrats lost control of Congress, Clinton was able to get reelected in 1996. His job approval during most of his presidency, especially during his second term, was well over 50 percent. He had the capacity to "feel the pain" of the American people as they faced the tragedies of terrorism when the World Trade Center was bombed by Arab terrorists in 1993 and the Federal Building in Oklahoma City was destroyed in 1995; 168 were killed.

I-MASTER ACTIVITY #70

Look at the World Trade Center bombing as if you were an eyewitness by reading the dispatch to *The New York Times* at:

<http://www.milnet.com/milnet/wtc.htm>

Then look at the photos of the Federal Building explosion at:



<http://www.fema.gov/okc95/>

If you were president, how would you handle the fallout from these tragedies?

ACTIVITY TIP #70

President Clinton was quick to respond to these incidents. He went on national television to assure the American public that the country would not stand for violence. He attended the Oklahoma City memorial and made one of the most moving and dramatic speeches of his career.



Bill Clinton continued to face crises in his presidency. He continued the foreign policy started by George Bush by sending American troops to Haiti in 1992, to Somalia in 1993, and to Bosnia in 1995.

The Clinton administration also had to deal with the threat of domestic terrorism from individuals who called themselves militiamen. Timothy McVeigh, convicted of the Oklahoma City Federal Building bombing, was an example of a person who called himself a militiaman. He believed that the federal government threatened the personal freedom of individuals. He planned the bombing on the anniversary of

another event, the destruction of the compound of religious extremists by the FBI at Waco, Texas, in 1993.

To get an understanding of why Americans would take up arms against the government, look at the Public Broadcasting System's "Frontline: Waco, the Inside Story" site at:

<http://www.pbs.org/wgbh/pages/frontline/waco/>

Explore the chronology and photos and evaluate the role of the FBI.

The rise of violence in the United States by both foreign forces and people who are unhappy with the government is a disturbing trend. Events such as Waco and the Unabomber sending mail bombs to people connected with the advancement of computer technology raise very important questions and concerns. This site attempts to answer some of them. After reading about the Waco incident, you should get a better idea of what the role of the government should be.

Scandals

The final chapter of Clinton's presidency involved a series of scandals connected to his administration and to himself personally. They have all been given a scandal name and represent the negative side of his presidency. Let's look at them briefly:

WhitewaterA failed land deal in Arkansas when Clinton was governor in which Clinton and his wife, Hillary Rodham Clinton, were accused of illegal dealings. The controversy continued while he was president.

TravelgateMisuse of the White House travel office by the president and his wife after the people working there were fired.

FilegateAccessing by Clinton's aides of hundreds of FBI files of individuals, some of whom were political opponents.

Campaign finance abusesBoth Clinton and his vice president, Al Gore, as well as the Democratic party were accused of raising campaign money from illegal sources.

Interrogate Questions related to perjury, obstruction of justice, and abuse of power related to the personal relationship of the president with a White House intern.

These scandals led to investigations by Independent Counsel Kenneth Starr, who had the responsibility for investigating the charges and sending a report to Congress if he found evidence of impeachable offenses. In September 1998, Starr advised the House of Representatives that President Clinton had committed possible "high crimes and misdemeanors," the language of the Constitution that could result in his impeachment. In December 1998, the House of Representatives voted to impeach President Clinton, charging him with perjury and obstruction of justice. The vote was highly controversial and criticized by over two-thirds of the American people because almost all the Republicans voted for impeachment, while almost all the Democrats voted against it.

When the trial began in the Senate in January, 1999, President Clinton became the first elected president and only the second president since Andrew Johnson to face removal from office. The trial lasted 21 days. Testimony from the White House intern who the president had a sexual relationship with as well as the report submitted by the special prosecutor did not convince the Senators to convict Clinton. Neither charge received the two-thirds majority needed to remove the president from office.

For the complete story of presidential impeachment visit the PBS website at:

<http://www.pbs.org/newshour/impeachment/index.html>

The legacy of Bill Clinton's presidency remains highly debatable. Historians will certainly evaluate the two terms of William Jefferson Clinton. Whatever happens, if you have learned the many lessons contained in this book and followed these events, you should be able to reach your own conclusions about the impact of these scandals on the institution of the presidency.

A Final Note

As you near the end of *Painless American History*, you have probably concluded that American history is not so painful after all. While our journey through *Painless American History* is almost over, remember that the Internet can provide fascinating insights into our nation's past. Use the space below to list any websites that you come across in your travels through American history. Share them with your friends, teachers, and classmates.

Appendix
Internet Resources

Chapter One

American Studies at Virginia State University:
<http://jefferson.village.virginia.edu/readings/amstudies.html>

Cuban Missile Crisis Documents at Mississippi:
<http://www.geocities.com/Athens/Forum/9061/latin/crisis.html>

The Global Court:
<http://www.nhk.or.jp/nuclear/e/text/sumiso.htm>

Historical Text Archive at Mississippi State University:
<http://www.msstate.edu/Archives/History/Archives/History/USA/usa.html>

Library of Congress:
<http://www.loc.gov>

Twentieth Century American Historical Text Archive at Mississippi State University:
<http://www.geocities.com/Athens/Forum/9061/USA/usa.html>

Chapter Two

American History Sources for Students/Early Explorers:
<http://www.geocities.com/Athens/Academy/6617/discover.html>

American History Sources for Students/Indigenous People:
<http://www.geocities.com/Athens/Academy/6617/indian.html>

Anasazi Archaeology:
<http://www.swcolo.org/Tourism/ArchaeologyHome.html>

The Association for the Preservation of Virginia Antiquities:
<http://www.apva.org/history/index.html>

The Biography of Leif Ericson by Kevin A. Weitemier:

<http://www.mnc.net/norway/LeifEricson.htm>

Caleb Johnson's Mayflower web pages:

<http://members.aol.com/calebj/mayflower.html>

Essays on the United States of America and the Netherlands:

<http://odur.jet.rug.nl/~usa/E/newnetherlands/nlxx.html>

1492: An Ongoing Voyage:

<http://sunsite.unc.edu/expo/1492.exhibit/Intro.html>

Jamestown Settlement:

<http://www.nationalcenter.inter.net/SettlementofJamestown.html>

U.S. Geological Society Explorer's Learning Web:

<http://www.usgs.gov/education/learnweb/Explorers.html>

Chapter Three

Francis Bacon web site:

<http://www.apva.org/apva/bacreb.html>

Franklin Institute's Portrait of Benjamin Franklin:

<http://sln.fi.edu/franklin/rotten.html>

The Library of Congress Exhibit: Religion and the Founding of the American Republic:

<http://lcweb.loc.gov/exhibits/religion/religion.html>

The Original 13 Colonies:

<http://www.geocities.com/SiliconValley/Way/9301/NHDP.html>

Poor Richard's Almanack:

<http://hyperion.advanced.org/22254/pra2.htm>

The Salem Witch Museum:

<http://www.salemwitchmuseum.com>

The Salem Witch Trial:

<http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm>

The 13 Originals:

<http://www.seanet.com/Users/pamur/13colony.html>

The Town Crier:

<http://earlyamerica.com/towncrier/towncrier2.html>

Visit New England:

<http://www.visitnewengland.com/colonial.htm>

Chapter Four

Biographies of the Founding Fathers National Archives Exhibit:

<http://www.nara.gov/exhall/charters/constitution/confath.html>

Boston Massacre web site:

<http://www.ilt.columbia.edu/k12/history/blacks/massacre.html>

Chronological List of Battles and Actions page:

<http://home.ptd.net/~revwar/chrono.html>

Colonial Hall's Founding Fathers site:

<http://www.webcom.com/bba/ch>

Fort William Henry Massacre:

http://www.digitalhistory.org/william_henry.html

Fort William Henry Museum:

<http://www.fortwilliamhenry.com/fortmus.htm>

Government Agencies Home Page for Kids:

<http://www.odci.gov/cia/ciakids/govagency.html>

Library of Congress's "To Form a More Perfect Union":

<http://memory.loc.gov/ammem/bdsds/bdexhome.html>

Loyalist Songs and Poetry of the Revolution:

<http://www.erols.com/candidus/music.htm>

National Archives Exhibit Room:

<http://www.nara.gov/exhall/charters/declaration/decmain.html>

National Constitution Center:

<http://www.constitutioncenter.org/8A1.html>

Paul Revere's House:

<http://www.paulreverehouse.org/>

Public Broadcasting System Liberty! Chronicle of a Revolution:

<http://www.pbs.org/ktca/liberty/chronicle/timeline.html>

United States National Park Service Freedom Trail Virtual Tour:

<http://www.nps.gov/bost/ftrail.html>

White House for Kids:

<http://www.whitehouse.gov/WH/kids/html/kidshome.html>

Chapter Five

Ask Jefferson web site:

<http://etext.virginia.edu/jefferson/quotations>

Battle of New Orleans:

http://www.acadiacom.net/will_o/index.html

Elections web site:

<http://www.multied.com/elections/>

Erie Canal home page:

<http://bhw.buffnet.net/erie-canal/>

The George Washington Photo Album Collection:

<http://clio.nara.gov:70/about/publ/prologue/album1.html>

Historic Atlas resource page:

<http://darkwing.uoregon.edu/~atlas/america/maps.html>

History of the War of 1812:

<http://www.multied.com/1812/>

Jefferson's Home at Monticello:

<http://www.monticello.org>

Library of Congress Time Line page:

<http://lcweb2.loc.gov/ammem/vfwhtml/vfwtl.html>

Library of Congress web site. "Temple of Liberty. Building a Capitol":

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